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Journal
Spring 1988. Volume 38, No. 2

Revue
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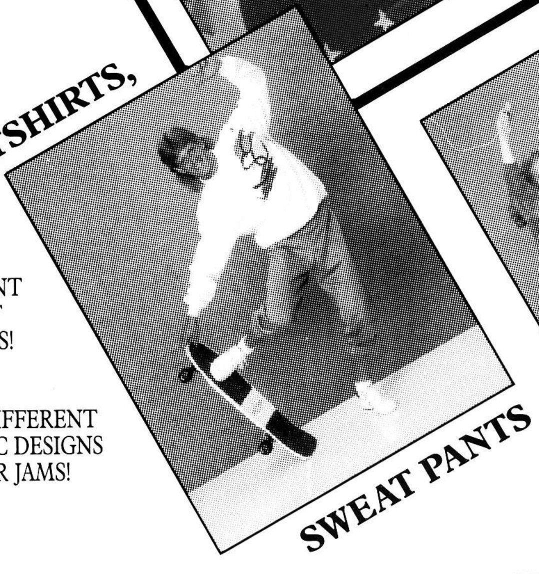

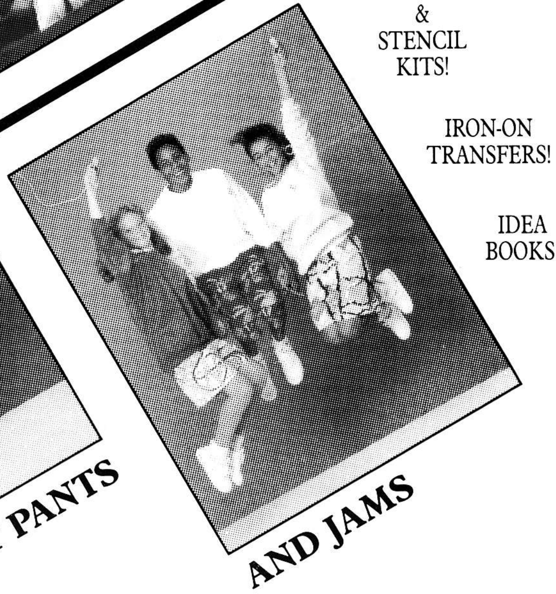

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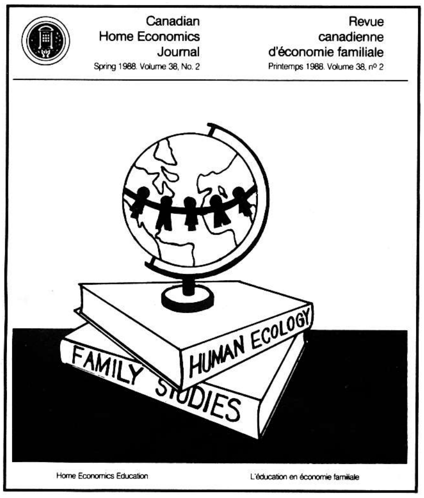
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Cover design by Mary Katherine Schmidt BFA, depicts the unified global desire to increase cross cultural educational development in Home Economics

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Home Economics in Universities in Canada

Dr. Eloise Murray

Abstract

The purposes of this article are to review some recent history of home economics programs in universities in Canada, to comment upon their current status, and to raise some questions about future issues. This will be done by examining enrolment trends, faculty availability and program philosophy. The intent is to raise issues for further dialogue rather than to present strategies for action.

Résumé

Les buts de cet article sont de revoir l'histoire récente des programmes d'économie familiale offerts par les universités canadiennes, de commenter sur leur statut actuel et de soulever certaines questions relatives à leur avenir. Nous accomplirons ceci en examinant les tendances des inscriptions, la disponibilité des membres du corps professoral ainsi que la philosophie du programme. L'objectif est de soulever des points visant un dialogue futur plutôt que de présenter des stratégies d'action.

Within any profession there is an expectation of a dynamic tension between past/present/future. The past has shaped current status as surely as the present shapes the future. The realistic observer does not expect to see everything remain precisely as it was; however, there is some expectation that the new stages of development will be recognizable descendents of a given profession. When rumors about the nature and consequences of changes in home economics programs in universities abound, all sectors of the profession become concerned.

The status of home economics in universities is important to all home economists, not only because of their ties to at least one particular program where they received their education, but especially because the future of the profession as a whole depends upon continued maintenance and development of strong programs. And so it is surprising that with the exception of the Crown study (Crown, 1978) and the annual recording of enrolment data in the Canadian Home Economics Journal, there appears to have been relatively little systematic attention to home economics in higher education until the recent initiatives of the CHEA Board of Directors. The discontinuance of programs or parts of programs by institutions seems to have resulted in more local concern than in coordinated action on the part of either the local home economists or the profession as a whole.[1] While Deans and Directors of Home Economics and Related Units provide a sounding board and support group to administrators facing significant program revision or dissolution, the purposes of that group, and the number of persons involved (n = 21) preclude any further action.

On the other hand, it must be remembered that colleges and universities are reasonably autonomous units responsive to their own Boards of Governors and local constituencies. Further, they are charged with fiscal accountability to their supporters whether provincial, religious, or private. They must ensure the quality of the programs offered. Program quality is the result of several factors including the numbers of students, the expertise of faculty and their number relative to students, the availability of resources, the extent to which instruction reflects necessary and sufficient content and processes, and the production of new knowledge in the disciplines represented. Where professional bodies have carefully delineated the quality indicators for preservice program requirements, whether in the form of clear guidelines or an accreditation process, institutions have some external criteria by which to assess their own offerings. Such standards can also be used by program administrators as a rationale to retain faculty positions. There are no such standards

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[1] This is not to suggest that in all cases no initiatives were taken. The point is there is a lack of predetermined structures and strategies for the profession as a national presence to address major program issues.

for home economics in Canada with the exception of those pertaining to dietetics programs. And dietetics programs appear to be the strongest options within home economics in Canada today and are the least likely to be eliminated even when all other program components are dissolved.

Enrolment Trends

One indicator of strength of university programs is enrolment of students at both undergraduate and graduate levels. Table 1 has been constructed to indicate home economics program enrolment for selected years. The intervals were selected to show trends. Indeed, the nature of the information available limits its use to trend analysis. The undergraduate enrollment does not include students in hotel/restaurant management (HRM) programs. For 1985-86 there were 446 HRM majors, in 1987-88 that figure was 791.

The enrolment data include both full-time and part-time students. There appears to have been sustained growth in undergraduate enrolment with a somewhat greater increase graduate enrolment in home economics programs for the years selected.

With the exception of 1987-88 enrolment information by program was not available. Table 2 presents program designation for both undergraduate and graduate students in this academic year. While institutions may name their program offerings somewhat differently than the specializations noted in the table, categories were collapsed to a smaller number for purposes of this article. The data presents clear evidence that the general home economics major is becoming an endangered species. What is not known from this information is whether or not majors in any given subject matter specialization identify with home economics or are aware of its history and philosophy.

Table 1. Total Reported Enrolment in University Programs in Home Economics for Selected Years

Year	Undergraduate	Graduate
1971-72(1)	3254	—
1976-77(1)	4339	—
1981-82(2)	3564	136
1985-86(3)	4979	311
1987-88(4)	4778	327

Sources:

(1) Feniak, E. (ed) A Compendium of Enrolment Data and Other Information. Mimeo.

(2) CHEJ 32(2) Spring 82, p110

(3) CHEJ 36(2) Spring 86, p82

(4) Deans and Directors of Home Economics and Related Fields, 1987 Annual Meeting. Mimeo.

Table 2. Home Economics and Related Units Undergraduate and Graduate University Program Designations, 1987-88

Specialization	Undergraduate Enrolment Full-Time	Part-Time	Total
Foods & Nutrition	2067	281	2348
Consumer Studies	535	7	542
Family Studies	1002	72	1074
Hotel & Food Administration	768	23	791
Home Economics (General)	249	22	271
Clothing and Textiles	447	10	457
BHEc/BEd Integrated	36	—	36
Undeclared Major	41	2	43
Visiting & Special Students	7	—	7
Total Undergraduate Enrolments	5152	417	5569

Specialization	Graduate Enrolment Full-Time	Part-Time	Total
MSc Consumer Studies	18	5	23
MSc Family Studies	77	10	87
MSc Clothing & Textiles	32	1	33
MSc Foods & Nutrition	95	9	104
MSc (Not Specified)	2	3	5
MArts (Home Economics Education)	2	10	12
MEducation (Vocational Education)	—	1	1
MHSC Community Nutrition	14	—	14
Total Masters	240	43	279
PhD Family Studies	7	1	8
PhD Nutrition	25	—	25
PhD Clothing	1	—	1
PhD & MSc (Biochemistry)	12	—	12
Total PhDs	45	1	46
Total Graduate Students	285	44	327

A review of Table 2 show that the highest enrollments in both graduate and undergraduate programs are in foods and nutrition, and family studies. A more detailed analysis would show the majority of foods and nutrition majors are nutrition studies students and there are relatively few foods majors in home economics units. While there are food science majors, most often in agriculture units, they take a different perspective on foods issues. They are more inclined to be concerned with processing issues and less concerned with sensory aspects of food quality, relationships with nutrition, or food use in families and institutions.

The high enrolment in foods and nutrition is not surprising considering six of twenty-one units eligible to send representatives to Deans and Directors of Home Economics and Related Fields offer only a nutrition program. Further, eleven of thirteen home economics or related units offering graduate programs have foods and nutrition programs, in some cases available in biochemistry or medicine departments. By contrast, only two units report graduate students in the area of clothing and textiles.

> *"The data presents clear evidence that the general home economics major is becoming an endangered species."*

Faculty — Today and Tomorrow

The data provided at the 1987 meeting of Deans and Directors of Home Economics and Related Fields indicated there were 254.5 full-time faculty and 100.5 part-time faculty members in those units. The largest unit had a total of 58 faculty members, while the smallest reported 4.5 members.

A point of some concern to Deans and Directors is projected faculty needs and anticipated new Ph.D. graduates. Currently there are 22 positions vacant, with another 22 projected to be vacant in the next 10 years, assuming current levels of staffing. Stated another way, approximately 20% of university personnel in home economics units will need to be replaced in the next decade. The anticipated Ph.D. graduates for 1987-88 were reported as 9, with no particular fit with the subject areas of the 22 current vacancies. The projected completed Ph.D.'s for the next three years (1988-1990) total 10, the faculty positions vacant will be 17. Clearly, this is a deficit situation. It is also incomplete information as there is no accurate record of the numbers of Canadians who wish to return home in graduate programs in other countries. And it is possible to hire citizens of other countries.

In the past many effective educators in university programs did not hold doctoral degrees, indeed that is true of some today. However, the mission of universities is changing and as a consequence both research competence and teaching skills are required of faculty members.[2] Many institutions will not hire a person for possible tenure without a doctoral degree. If home economics programs are to compete as equal partners in the university community, then the standards of hiring for a given institution must be met by our profession. To ignore this reality is to make programs vulnerable to the brunt of budget reductions and related program adjustments.

While Deans and Directors are those most directly concerned with developing faculties, this matter is sufficiently important that wider attention is required. Are good high school students encouraged to enter the profession? Are they made aware of the range of possible career options, the content they focus upon, the skills required? Are outstanding undergraduate students told about graduate education opportunities? Are they encouraged to be participants or assistants in ongoing research projects? How are the related professional associations cooperating in this potential faculty building process? Clearly this does not exhaust the questions that need to be asked. And various readers will undoubtedly be able to provide more or less complete answers. The point is that the availability of home economics faculty who understand the nature and purpose of the profession is one of the biggest issues facing home economics programs in universities in Canada today. The fact we are not alone in this faculty shortage dilemma is small comfort. A recent study the Social Sciences and Humanities Research Council of Canada anticipates a 3000 to 3500 shortage of qualified academics in the social sciences and humanities alone for 1991 to 2005.

Home Economics in Name or in Philosophy?

One of the debates of the recent past, and no doubt in the immediate future, pertains to what home economics and related programs in universities shall be called. Many people feel very strongly on both sides of this matter. Yet of the twenty-one programs in Canada today, only seven have "home economics" in their name. Other units have for any number of reasons changed to a variety of names.

Strictly speaking, "home economics" stands for a particular conception of the field which has evolved since its inception. And it is probably easier to be named home economics than it is to ensure that the programs offered by that name help graduates to understand the philosophy and mission of home economics. This is not an unimportant or simple matter. Conversely, not being called home economics does not necessarily mean a lack of appreciation for historical or contemporary goals of the profession.

The Future

In a recent presentation Green (1987) defined the mission of home economics in higher education as

> the preparation of professionals, the discovery of new knowledge .... in order to improve the quality of life for families through education, prevention and development (p2)

Green (1987) and a task force established by the United States Department of Agriculture (1986) have identified general strategies for individual university programs to strengthen themselves. These include attention to curriculum and instruction, research, linkages and collaboration with other units and the development of personnel. All of these strategies assume there are resources, including human resources to effectively develop and carry out such initiatives.

As noted above, institutions of higher education are relatively autonomous, but they are not unresponsive to external constituencies including professional organizations and alumni groups. Perhaps the time has come for members of the profession to consider appropriate and intentional efforts to ensure the strength of home economics in higher education in Canada. Such efforts must be complementary to the plans of the faculties, colleges, or departments involved. □

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[2] This brings into focus issues such as the nature of research in home economics, research productivity, etc., which, although they are vital matters, are beyond the scope of this article.

Developments in Home Economics Curriculum

Dr. Linda Peterat, Joan Casey, Joyce McMartin, Laura Mann, Dr. Maryanne Doherty and Tanya Tremblay

Abstract

Home economics curricula renewal is occurring in many provinces currently at the same time as major provincial studies and policy changes on education are underway. Information on changes in other provinces can assist those guiding and influencing changes in home economics. This article offers summaries of recent changes in home economics curricula in four provinces.

Changes in the curricula are being made in order to reach larger numbers of students and to increase the number of boys studying home economics. Specific changes in curricula include updated content, the use of modules to delineate portions of content, and an emphasis on process-focused curricula.

Résumé

Le renouvellement des programmes d'études en économie familiale est en cours dans de nombreuses provinces, au moment même où d'importantes études et des changements dans les politiques d'éducation ont lieu au niveau provincial. Les renseignements sur les changements rencontrés dans les autres provinces peuvent venir en aide à ces personnes qui guident et influencent les changements dans le domaine de l'économie familiale. Cet article présente un résumé des changements récents apportés par quatre provinces à leurs programmes d'études en économie familiale.

Dans changements dans les programmes sont effectués dans le but de rejoindre un plus grand nombre d'étudiants et d'augmenter le nombre de garçons inscrits en économie familiale. Parmi les changements spécifiques apportés dans les programmes, on retrouve un contenu mis à jour, l'utilisation de modules pour représenter les portions de contenu et un accent sur les programmes visant un processus.

Introduction

During the past few years, curriculum renewal in home economics has continued in many provinces of Canada. Such renewal efforts are occurring at the same time as many provincial governments have undertaken or are developing major studies or policy statements on the future of education in their province. Many home economics educators are involved in making representation to provincial governments and study commissioners in attempting to influence the direction and position of home economics education in the future school curricula of their province. At the same time as major provincial studies are occurring, some teachers and provincial consultants are also working on specific curriculum development in home economics. Since provinces appear to be following each others lead in bringing about major studies and policy changes, educators attempting to influence directions in their own provinces can benefit from information about changes in home economics curricula in other provinces. For example, currently in British Columia and Manitoba, provincial education is under study. In British Columbia, a Royal Commission on Education is holding hearings throughout the province and will be reporting to government in the spring. Home economics educators making submissions to the larger studies are wondering how home economics curricula have changed in other provinces and what has been the results of changes made.

The most recent comparative summary of home economics curricula in Canada was completed in 1983-84 (Peterat, 1984; Peterat, 1985). Now four years later, changes only beginning at that time have occurred. The purpose of this article is to provide an overview of recent developments in home economics curricula in four selected provinces: Newfoundland and Labrador, Manitoba, Alberta, and New Brunswick. The information was compiled in order to improve our national understanding of the nature and trends in home economics curricula. Home economics education consultants in each of the four selected provinces were contacted and asked specific questions concerning: developments in home economics in relation to other courses (for example health and family life), equal access for girls and boys, new courses and content, implications for teacher education and inservice. The following summaries were developed from their responses.

Newfoundland and Labrador

In 1983-84 home economics underwent a name change with the development of a revised senior high program and is now titled family studies. Home economics concepts were grouped and five specific courses were designed — *foods, clothing, family living, nutrition* and *textiles.* This sub-division of home economics was done on the premise that specific courses would be easier to offer, courses would be available to a wider range of students and male enrollments would increase. At present, 35% of the senior high population is enrolled in the above courses. This represents a 10% increase in enrollment in home economics since 1975 and this percentage increase is attributable primarily to the number of students enrolled in Family Living, a course that was promoted as not requiring a home economics trained teacher. This was done to encourage schools which did not have a specialist teacher to offer the course.

Figure 1 provides an overview of the home economics courses offered in the curriculum, the length and degree of enrollment in each course.

Level/Grade	Course Title	Inst. Hours	% of Student Pop. Enrolled	% of Males	% of Females
Level I (Grade 10)	Foods 1100 Clothing 1101	60 60	20 8	35 13	**65** **87**
Level II (Grade 11)	Family Living 2200	120	45	45	**55**
Level III (Grade 12)	Nutrition 3100 Textiles 3101	60 60	10 5	35 20	**65** **80**
Grade 9	Home Economics	*40-80	20	**	
Grade 8	Home Economics	*40-80	23		
Grade 7	Home Economics	*40-80	16		

*instructional time varies with each school
**unavailable for junior high grades

Figure 1. Family Studies (1986-87)

Nutrition 3100, a course originally designed for above-average ability students, is regarded as being too heavy for presently enrolled students. This course is being reviewed with consideration given to the student body the course should serve.

The provincial junior high (now referred to as intermediate) program is presently under revision. Under the new program all students will take a compulsory course of 60 instructional hours in home economics at the grade 7 or grade 8 level. The new program will take a modular format comprised of compulsory and elective modules. Modules in *foods, clothing* and *child care* are presently being piloted in 24 of the province's schools. Additional modules in the following areas are being developed: Personal Living Space, Families, Money Management, Grooming, as well as a compulsory introductory module to home economics. This format will allow schools flexibility in equipment/facility acquisition, scheduling, addressing student needs and teacher allocation.

As not all schools in this province will have specialist teachers, there will be a great need for teacher education and inservice. At present, teacher education at Memorial University is under review and it is hoped that home economics education needs will be addressed and provided for as a result of this review.

Religion, family life, and health education are part of the life of most students in this province, beginning at the primary level. Many of the concepts that are a traditional part of the home economics curriculum are an integral part of these programs. The focus is different in that home economics uses an interdisciplinary approach and draws on knowledge from a variety of sources in providing practical solutions to the problems of daily living.

Manitoba

In Manitoba a major review of high school education is presently taking place. The purpose of this review is to set the direction for high school students into the next decade and beyond. The issues to be addressed include: purposes of high school education, programs and services offered in high school, the learning environment, program organization.

The panel has heard from a variety of groups interested in future directions of education. Seven briefs/presentations were delivered by organizations supportive of Home Economics; e.g. Manitoba Home Economics Teachers' Association, Manitoba Home Economics Association, Senior High Home Economics Steering Committee and the Women's Institute. By February 1988 the panel will have available its recommendations. The networking of Manitoba home economics organizations has been gratifying to those of us who work in the education sector.

Home economics continues to thrive at the junior high level (grades 7-9). Most classes are co-ed with some variations. There has been some overlap with the health curriculum (kindergarten to grade 9). Many home economics teachers are teaching health education in addition to home economics and some have larger teaching assignments because of health. Advice to teachers has been "make your expertise known". The health education curriculum has six core units and two optional units. The family life education optional unit is a 1987/88 implementation priority. Workshops have been delivered regionally throughout the province. Increasingly, home economics teachers have been identified as teachers with the background to teach this unit effectively.

The senior high home economics courses are at the editing stage. Three documents will replace the seven 110 hour credits and three general/eclectic guides. The three new documents are grouped in the following manner:

- Foods and Nutrition: Grades 10, 11, 12
- Clothing, Housing and Design: Grades 10, 11, 12
- Family Studies: Grades 10, 11, 12
- Home Economics General: Grades 10, 11, 12 (a mix of two or more areas of study from these above documents)

All the senior high curricula have been piloted in urban, rural, and northern settings. As a result of the pilot, the documents have been refined. The revised curriculum will enhance our ability to meet a wide range of student interest and ability. The guides address three levels: advanced, intermediate, and basic. This format is new to Manitoba home economics curricula but has received enthusiastic feedback from the pilot teachers.

Home economics courses still compete with a continuous assortment of new high school courses. Vocational education and consumer education among others include some of our content areas. Lifestyles 205 (developed primarily by home economics and guidance) a 110 hour course preparing students for "living", is successfully taught in a number of divisions. In spite of the proliferation of new courses, home economics continues to make progress. The family studies curriculum has attracted the most interest and is an area that will continue to grow.

What the High School Review suggests in its recommendations will have a profound effect on the role of Home Economics in Manitoba. We are hoping for more status for our subject or perhaps one compulsory high school course. However, it is too early to speculate on the findings. We will continue to deliver the "content most worth knowing."

Alberta

A new junior high program was approved in 1987 and will be fully implemented in September, 1989. The program consists of twenty-seven modules (of 15 hours each) and is divided into three different levels and three specialty areas. Each level contains three compulsory modules, one from each specialty area. These modules contain essential content that serves as a foundation for other modules in that specialty area. The remaining two modules for each level can be selected from the same level or lower level(s) according to student and community needs. Five modules constitute a minimum course of 75 hours. A management process including stages of decision making, problem-solving, and analyzing, is suggested as the basis for planning student activities in all modules.

The senior high program consists of three subject areas: Clothing and Textiles, Food Studies, and Personal Living Skills at the 10, 20 and 30 levels. These courses are offered for 3, 4, or 5 credits at the 10 and 20 levels and for 5 credits at the 30 level. The courses are structured also in a modular format with one module being a specific amount of subject matter and related activity carried out within 25 hours of classroom instruction time. Some modules are identified as core while others are elective.

3

Gr 10 this year

Home economics courses still compete with a continuous assortment of new high school courses.

Health is mandatory for all students for 50 hours for grades 7, 8, and 9. This new course embodies on wholistic approach which focuses on physical, mental, and social well-being. The present junior high home economics curriculum compliments processes established in the health program, that is, it extends personal decision making in the health program to family problem solving. Some of the content included in the health program existed in the previous home economics curriculum. This provides the opportunity to delete overlapping content and add innovative specific home economics content, namely: Culture and Traditions, Family Life and Technology, Living Space II, and Living Space III.

A parallel exists between the junior and senior high health-home economics relationship. At the high school level, 75 hours of a Career and Life Management course will be mandatory for all students. Some of the content included in this course had existed in the Personal Living Skills course of senior high home economics. An overlap study indicated that although some similar content was included in both courses the amount of time allocated to the concepts and the focus was different. These courses are thus seen to compliment each other.

The junior and senior high school home economics programs are equally appropriate for males and females at all levels. The majority of home economics classes in Alberta are co-ed and this trend is increasing.

The 1985 review of secondary education in Alberta resulted in a clear definition of the core and complimentary courses comprising the junior high program. With the exception of one course which could be developed by the local jurisdiction, the complementary component is now limited to courses having provincially approved curricula. Home economics is one of these courses.

Requirements for high school graduation are more explicit. This requires a total review of high school complementary courses. This review is scheduled for the near future. It will be an opportunity for home economics educators to explore the potential and full range of home economics content possible in senior high school.

A teaching certificate in Alberta allows the teacher to teach grades one through twelve in any subject area. While most teachers of home economics in Alberta have home economics as a specialization, declining enrollments in some areas of the province, necessitate other teachers having to offer the program.

For all present and future teachers of home economics the challenge is to understand and implement the process orientation of home economics education. To assist in meeting this challenge, Alberta Education has

Junior High Home Economics Program Modules

	Speciality Areas	Level I	Level II	Level III
MANAGEMENT PROCESS	Family Study	*Child Care I	*Child Care II	*Challenges and Choices
		Grooming	Family Life and Technology	Personal Money Manament
		Culture and Traditions	Living Space II	Living Space III
	Food Studies	*Food I	*Foods II	Foods III
		Simple Snacks and Meals	Canadian Heritage Cookery	Making Meals
		Enjoying Food with Others	Fast Foods	Cultural Foods
	Clothing and Textiles Studies	*Sewing I	*Sewing II	*Sewing III
		Creative Textiles	Sports Gear	Special Purpose Sewing

*Compulsory Modules

Figure 2.

now in charge

Curriculum Ms Alex

~~M Terry Carragher~~ ex

422-4872 – documents

elem jr sr

no advocates

Career + Life Mgm.

Health

Home Economics

– Alexandra Hildebrandt [Sharon Fraser]

H/PA- health + phys ed

Verna

Dr. Fishburne elem.

???

developed curricular documents to support the junior and senior high school home economics programs of studies. In addition to curriculum guides, a teacher resource manual is available.

New Brunswick (Anglophone)

In September of 1987, a number of Anglophone high schools in New Brunswick began the first year of a five year secondary reorganization plan. Under this plan, the senior high schools (grades 10, 11, 12) will move to a common high school program which will provide a wider and more balanced array of learning experiences for all students. Program designations such as College Preparatory, Industrial Occupational and General Education will be discontinued.

"The majority of home economics classes in Alberta are co-ed and this trend is increasing."

Where or how does the home economics program fit into this secondary school reorganization? One of the prescribed compulsory courses for all grade ten students is entitled Technology 100, which is a series of modules, one of which is a 30 hour module called High-Tech Living. This module focuses on the impact of modern technology on individuals in the home environment. In addition, selected existing courses in home economics, along with business and industrial education, may be used as equivalency credit to meet this technical education requirement.

A second compulsory course Life Skills has been recommended for all grade eleven students. This is half-credit course (60-65 hours) emphasizing personal management skills. It consists of a series of six modules, one a compulsory module entitled Decision Making and Resource Management and a minimum of two additional modules. Choices are Law and Everyday Living, Food Choices and Lifestyle, Establishing and Maintaining a Home, Entrepreneurship, and Career Planning and Job Search Techniques.

Although the compulsory core in high school has been expanded, the total number of actual optional courses will be increased overall for most students. It is in this area of elective/optional courses that home economics educators are looking forward to an increase in student enrollments, especially college preparatory students, in courses dealing with everyday living.

Another significant change is also taking place in the Anglophone junior high schools of New Brunswick. A program called Junior High School Technology will be required for *all* students in grades 7, 8 and 9. All students, girls and boys, will complete two 27 hour compulsory modules in grade 7, three compulsory modules in grade 8, and four modules in grade 9. Compulsory modules are related to home economics education, industrial education, and business education. Presently one module in home economics education and one in industrial education are being piloted in 29 schools across the province at the grade 7 level.

Curriculum development committees are very involved in review, revision, and development. The screening of all materials for sex-equity and bias is in the beginning stages. A document entitled Educational Opportunities for Girls and Boys authorized by the Minister of Education has been launched. A career guidance curriculum for all junior high schools has been integrated into the compulsory health program. AIDS education has been integrated into existing health, family living and biology courses. The integration of all 'Special Needs' students into regular classes has begun and teacher inservice is ongoing.

It is premature at this time to predict the future of the recommended changes and their relationship to home economics education in New Brunswick. It is hoped that high school reorganization will allow *all* high school students the opportunity to complete a course in home economics/family studies education. At the same time, the Junior High Technology co-educational program should help to dispel the myths, remove barriers and any stereo-typing associated with home economics courses over the next few years.

Change is dependent on many factors, a crucial one being the attitude and acceptance by teachers of the new programs. Changes we will need to accept involve the move to co-educational classes, course content relevant to both males and females, a process focused curriculum rather than product focused, and a family focused program.

A second and very important factor relevant to the future of home economics education is to have administrators, counselors, other educators, parents, and students view the *'whole of home economics'* and realize that in today's increasingly complex world there is a growing need for all students to understand family dynamics and to develop skills related to family living. The experiences gained by the teachers and schools over the next few years will tell whether or not home economics is changing and winning in New Brunswick. □

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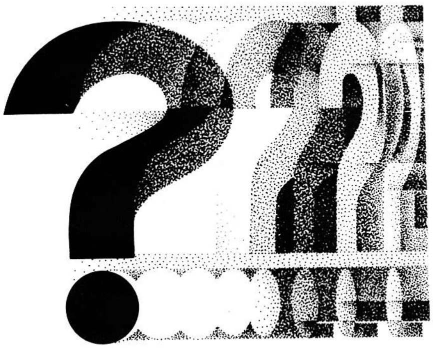
Issues Forum Revisited: Ethics in the Workplace



Anne P. MacCleave

Abstract

This paper was written for the benefit of CHEA members unable to attend the Issues Forum at the Annual Conference in Regina. A rationale is provided for a new professional ethic. Misperceptions about Ethics and Codes of Ethics are discussed. The PD Committee's revision work on the CHEA Code of Ethics is reviewed and a Revised Code is introduced. Ethical dilemmas from everyday practice situations are shared and members are encouraged to become better informed about the ethical dimensions of home economics practice.

Résumé

Cet article a été rédigé à l'intention des membres de l'ACEF n'ayant pu assister au forum sur les diverses questions, "Issues Forum", tenu dans le cadre de la conférence annuelle à Regina. Nous présentons un cheminement pour une nouvelle éthique professionnelle. Nous discutons des idées fausses concernant l'éthique et ses codes. Nous examinons le travail de révision du comité de perfectionnement professionnel sur le code d'éthique de l'ACEF et offrons un code revu. Nous faisons part des dilemmes éthiques survenant dans la pratique quotidienne et encourageons les membres à se familiariser davantage avec les dimensions éthiques de la pratique de l'économie familiale.

The title, "Whatever Happened to Ethics", in bold print across the cover of a recent edition of Time (1987, May 25) reflects a growing public interest in the realm of moral issues. In response to unprecedented social change, technological development, and a decline in public confidence, the professions have also turned their attention increasingly to matters of ethical concern. For example, Brunk (1987) reports heightened activity among nearly all the traditional professions in evaluating and amending their respective Codes of Ethics over the past decade.

As social and technological problems have mounted, so too have public pressures for professional accountability. In the fact of these demands, limitations of traditional professional ethics have surfaced. Brunk (1987) decries traditional notions which tend to define professional ethical responsibility narrowly as loyalty to one's organization, honesty, and technical competence. He refers to "professional isolationism" as the tendency to isolate professionals from any social responsibility for their actions beyond the performance of their immediate role. Further, Brunk (1987) identifies increasing role specialization, the knowledge explosion, and increasing reliance on experts as conditions in society which have contributed to the individual professional's avoidance of moral choice and responsibility.

For these reasons, Brunk (1987) calls for the development of a new professional ethic, the Ethic of Conscientious Professionalism. The new ethic would not stifle the individual professional's sense of moral responsibility. Rather, it would encourage professionals to reflect critically upon the social implications of their endeavors and thus, become aware of their role in the larger scheme of things. Professionals would be considered responsible for the protection of the social good and might even be expected to take public moral stands on issues affecting the wellbeing of others.

Evidence exists that the professions have begun to adopt this new ethic. According to Brunk (1987):

> . . . Codes of Ethics of various professions have begun to shift their emphasis from narrow concerns about loyalty to client or employer, honesty in dealing with one's colleagues, bringing honor upon the profession, and so on, to a recognition of a duty to use the profession in the service of the public good (p. 74).

The efforts of our own Association in the area of ethics should be viewed in light of Brunk's call for a new professional ethic. According to Wanda Young (personal communication, Feb. 9, 1987), the notion of adopting a Code of Ethics for the CHEA was first introduced in the early fifties. While the Association has recently voted to adopt a Code of Ethics in principle, work continues on revising a particular Code. A Revised CHEA Code of Ethics was presented to participants of the Issues Forum at the 1987 Regina Conference. In this paper, a copy of the Revised Code is presented. Further details of the revision process and highlights from the Issues Forum are addressed. Among other sources, Brunk's recommendations for greater emphasis on public welfare and consideration of the social impact of

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professional services provide a rationale for some of the statements included in the Revised Code.

The purpose of the Revised Code of Ethics, 1987 Draft, is to serve a predominantly educative function rather than prescriptive guidance for practice situations (although guidance of a more general nature is implied). The responsibility of individual CHEA members in enacting this Code is also assumed. Yet acting as an autonomous moral agent carries certain repsonsibilities. Among these are keeping informed of developments concerning the issue of adopting a CHEA Code of Ethics, developing awareness of ethical concerns in everyday practice, acquiring skills of ethical inquiry, and reflecting critically on the social consequences of services provided.

Few CHEA members were able to attend the Issues Forum in Regina. Thus, the following section of this paper is offered for the benefit of readers who were unable to participate.

Decision to Adopt a Code of Ethics

At the Round Table Discussion in Charlottetown, participants were asked to analyze the Proposed CHEA Code of Ethics, 1985 version, systematically according to the criteria of applicability, clarity, ordering of priorities, breadth, professional versus general, and ethics versus etiquette (Arcus, 1986). It was hoped that this analysis would help prepare members for a vote on the issue of whether or not to adopt the Proposed Code of Ethics. At the Annual Meeting, members voted to adopt a CHEA Code of Ethics in principle, but recommended further development/refinement of the Proposed Code.

Reaction to the Code itself and to the "it" of analyzing and evaluating Code statements indicated a wide range of levels of awareness concerning the issue of ethics. Some members had participated in discussion of this issue over the years, could generate examples of ethical dilemmas experienced in professional practice and could evaluate Code statements with considerable insight. Others were much less familiar with ethics and experienced confusion and frustration. Given the complexity of the whole issue of ethics, a degree of confusion and frustration might be considered normal.

Misperceptions Concerning Ethics

In their work on this issue, the PD Committee encountered several misperceptions concerning the nature and purpose of the whole area of Ethics and of Codes of Ethics, in particular. Each of these misperceptions will be discussed briefly.

The first misperception is the notion that a Code of Ethics will give *prescriptive* and *unambiguous* guidance about what to do in a variety of practice situations.

While Codes of Ethics do provide guidance or guidelines for moral choices, it is not the sort of guidance that is prescriptive. John Ladd, a philosopher from Brown University analyzed this misperception in an address to the American Association for the Advancement of Science:

> Ethics itself is basically an open-ended, reflective, and critical intellectual activity. It is essentially problematic and controversial, both as far as its principles are concerned and in its application. Ethics consists of issues to be explored, discussed, deliberated, and argued. Ethical principles can be established only as a result of deliberation and argumentation. These principles are not the kind of thing that can be settled by fiat, by agreement, or by authority. To assume that they can be is to confuse ethics with law-making, rule-making, and other kinds of decision-making (Ladd, 1980, p. 154).

It was Ladd's belief that the whole notion of an organized professional ethics represented an intellectual and moral absurdity; that is, he believed that the attempt to "codify" an "ethics" might represent a contradiction. Can ethical decisions be codified when, by their very nature, these decisions require deliberation and consideration of contexts within which ethical principles are to be applied? Ladd (1980) did concede, however, that professional associations should "promote further understanding of an sensitivity to ethical issues connected with professional activities" (p. 159).

Further, many people confuse Codes of Ethics with Codes of Professional Conduct. The latter type of Code tends to be somewhat more prescriptive; that is, an Association specifies behaviors deemed desirable for its members and sometimes adopts mechanisms for enforcing these behaviors. Ethics, however, deals not with behavior or conduct per se, but rather with the principles and values underlying conduct (Arcus, 1983). Ethics helps persons judge whether a choice or action is right. It helps them provide sound *reasons* for their behavior or conduct.

Despite this confusion, some professional organizations have been able to identify clearly those ethical principles relevant to their practice and provide guidance for dealing with conflicts among ethical values and principles. Helen S. Farmer (1987), in a recent article for *Illinois Teacher,* identified competence, confidentiality, and responsibility for the welfare of the consumer as ethical principles relevant to educators who counsel students. These principles were based on American Psychological Association guidelines. The following quote illustrates guidance offered to teachers in their application of the principle of confidentiality:

> School administrators may request or require certain information from teachers that conflicts with the ethical principle of confidentiality. In this situation the teacher is faced with an ethical dilemma or conflict between his/her responsibility to the administrator(s) who pays his/her salary. When the student's problem involves potential life-threatening consequences to either self or others, the principle of confidentiality is superceded by the life-threatening nature of the problem. It is, however, the responsibility of the teacher to explain the limits of confidentiality to the student and to tell the student the conditions under which she/he can and cannot keep information confidential (Farmer, 1987, p. 176).

Note that in this illustration, the teacher is still not told exactly what to do about the conflict of responsibility to student and/or administrator, except in a life-threatening situation. Ultimately, these decisions must be made by the teacher who is probably more aware than any outsider of the particulars of the situation.

It is doubtful whether a field as diverse as home economics could provide guidance to its members as substantive as the above example. It may be better to develop a general Code for the Association supplemented by sub-Codes for the practice sections such as HEIB, HEIG, and HEIE. References relating more specifically to their respective practice situations could be included in these practice section sub-Codes.

The second misperception is that, once having adopted a Code of Ethics, the Association will need to develop *enforcement* or *policing mechanisms* to ensure that members abide by the principles of the Code.

According to Ladd (1980), this notion of policing/enforcement is contradictory to the fundamental meaning of ethics. He claims that:

> Even if substantial agreement could be reached on ethical principles and they could be set out in a Code, the attempt to impose such principles on others in the guise of ethics contradicts the notion of ethics itself, which presumes that persons are autonomous moral agents (Ladd, 1980, p. 154).

Rather than developing enforcement or policing mechanisms, the PD Committee has recommended an alternate process for implementing and monitoring a Code of Ethics should one be adopted by the Association. A Review Committee might be established with a mandate to discuss ethical concerns with individual CHEA members upon request. It would be important for this Committee to adopt a non-judgemental approach in carrying out this mandate. The Committee could, for example, help a member with the following:

- clarifying the ethical concern
- identifying all parties for whom the concern may have consequences
- identifying ethical principles relevant to the concern
- establishing a hierarchy of importance if more than one ethical principle is involved and if these are in conflict
- generating alternative ways to address the issue
- testing each alternative to determine whether it is based on adequate and morally-justifiable reasons.

While the responsibility for addressing the ethical concern would rest with the individual member, having a Review Committee to use as a "sounding board" and as a source of knowledge or insight regarding the ethical dilemmas they are facing might be appreciated by members.

The third misperception is frequently voiced in the form of an unreasonable or impossible request which goes something like this:

"This whole area of ethics is too complicated. Make it simple!"

The truth is that the study of ethics and ethical inquiry is complicated. Simple, straight-forward solutions can seldom be found for ethical dilemmas. Brown (1980) appreciated this complexity by noting that:

> Interpreting and internalizing principles of conduct require years of changes in modes of thinking and of interacting with others; they are not "mastered" in ten easy lessons by techniques X,Y, and Z (p. 72).

The 1985 Proposed Code

These misperceptions should be kept in mind when analyzing Codes of Ethics. The 1985 Proposed CHEA Code of Ethics, voted on at the 1986 Annual Meeting in Charlottetown, is presented here for review.

CHEA CODE OF ETHICS
(Proposed)

Each member of the Canadian Home Economics Association should:

1. discharge one's professional duties with integrity.
2. support the profession and further its aims.
3. observe standards of personal ethics which reflect credit upon the profession.
4. claim only those professional qualifications possessed.
5. in no way criticize the professional reputation or status of another member except to the proper officials.
6. seek continuous professional growth.
7. avoid questionable conduct by observing the spirit as well as the letter of this Code of Ethics.

Among the criticisms of this particular Code was that it could apply to almost any profession; in other words, it did not reflect the nature of the home economics profession. In addition, some Council of Past President members believed that phrasing statements in terms of "should" and "should not" might be perceived as somewhat negative.

The 1987 Revision

Based on Round Table Discussion results, responses from the Council of Past Presidents and consultations with professionals involved with the issue of ethics, the following revision of the Proposed Code was developed. Please note that this revision is a draft only and has yet to be critiqued at the various levels of the Association.

Revised CHEA Code of Ethics, 1987 Draft

As a home economist and as a member of the Canadian Home Economics Association, I pledge to practice home economics to the best of my abilities and to:

1) Uphold the mission of home economics to enhance the quality of daily life for individuals and families.
2) Support the Association and further its aims.
3) Discharge my professional duties with integrity.
4) Strive to provide the best service available and only that service for which qualifications are possessed.
5) Inform the public and employer of possible consequences of services, products and policies which may impact the well being of individuals and families.
6) Strive to make judgements and recommend solutions in a rational, just, and unbiased manner in such matters as confidentiality and conflict of interest.
7) Strive to protect the public in the event of unethical or incompetent behavior of colleagues and fellow family professionals.
8) Strive to be cooperative and equalitarian in approach to clientele and colleagues.
9) Maintain high standards of professional practice through continuing education, critique and reflection of professional experience, and participation in dialogue within the professional community.
10) Reflect critically on optimum conditions for human health and well being.
11) Conduct myself at all times so that no dishonour befalls individual members or the profession.

A brief summary of the nature of the revisions follows:

A The basic format was modified to that of an oath or pledge. This change was adopted to make the Code more personalized and active in tone.

B Existing statements were revised and new ones added to communicate to the public, in general terms, the nature of what we do as a profession.

C More specific references to concerns of practice were included such as confidentiality and conflict of interest issues. Yet the statements are still general in nature to reflect the diversity of our field.

D There is more emphasis on serving public interests and reflecting critically on the impact of our services than was evident in the previous Code.

Issues in the Workplace

Participants of the Issues Forum explored this revision as part of their discussions. In addition, they were presented with situations or scenarios illustrating ethical issues based on ideas from Committee Chairmen of the HEIB, HEIG and HEIE sections. Working in groups, participants addressed each of the ethical issues and recorded their responses. They were also requested to focus on one of the ethical issues presented, devise an Action Plan for the issue, and relate their plan to the Revised Code of Ethics, 1987 Draft. This activity served to introduce participants to the Revised Code.

Many of the ethical issues discussed at the Issues Forum were based on the actual professional experiences of members. These reality-based examples generated some lively discussion! To increase reader's awareness of ethical concerns and to promote professional development, three of these issues are presented:

Ethical Issues in the Workplace

EXAMPLE A:

Many home economists in business, work in the area of promotion. Let us take as an example, a home economist who is asked to promote sugar. Suppose it was suggested by the sponsoring corporation that the home economist make the following claims:

— consumption of sugar is a "good" way of providing calories
— sugar is essential to a well-balanced diet
— sugar may be substitited for other, more nutritious foods

The home economists knows that these claims are contrary to those made by nutritionists in the field. What should she do? Is there an ethical way to promote products?

(Linda Hogue, Personal Communiction, June 10, 1987)

EXAMPLE B:

A government program is to be phased out and management wants to keep the situation quiet. The home economist on staff knows that, if clients became aware of the pending program shut-down, they would launch a strong objection. Is it ethical for the home economist to inform her clientele of this situation?

(Marion MacEachern, Personal Communication, June 18, 1987)

EXAMPLE C:

Suppose a home economics educator developed a program for the public schools from a philosophical perspective of home economics that was generally accepted at the provincial level and by the home economics profession. Assume that the teachers' individual school and/or school board does not understand this perspective and requests that the teacher change the course objectives in ways that are contradictory to the original purpose and philosophy of the course. How might a situation of this nature be handled ethically?

(Heather MacDonald, Personal Communication, June 18, 1987)

For readers who wish to discuss these ethical issues with fellow professionals, copies of Issues Forum workshop materials may be obtained from Regional Directors of the CHEA. Included are the entire set of issues, the Revised Code of Ethics, 1987 Draft and a group worksheet. Individual CHEA members or groups may also wish to critique the Revised CHEA Code of Ethics, 1987 Draft.

Conclusion

There is an old adage which states that a picture is worth a thousand words. Similarly, the above ethical dilemmas illustrate the complexity of ethics in the workplace far better than merely talking or writing about it. The difficulty, if not impossibility of providing simple solutions becomes evident as one considers each issue.

Is complexity and a degree of abstractness excuse enough to ignore ethical concerns or pass the responsibility over to someone else? Not according to Michalos (1987) who poses the following argument:

> So if complexity were sufficient to eliminate the burden of attending to moral responsibilities, then all of us could take a permanent moral holiday. Clearly, however, a society in which no one attended to any moral responsibilities would have virtually nothing to recommend it as a human and humane community (p. 23).

Your comments on the Revised Code would be appreciated because your efforts can make a difference. Those of us who serve as professionals such as teachers, HEIBS, HEIGs, self-employed home economists, supervisors, administrators, and university faculty have greater moral responsibilities than non-professionals since our actions impact the well-being of individuals, families and society. All home economists need to become better informed about ethical concerns relevant to their professional practice and committed to developing skills of ethical inquiry. □

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Defining Parameters for a Consumer Education Program: A Community College Experience

Glenda Everett

Abstract

An existing classification of concepts in Consumer Education was used to clarify the scope and direction of the Consumer Education Program at Lethbridge Community College. The program was found to conform with the model, although its alignment has been somewhat fluid to accommodate College mission and goals and the specific needs of consumers in Southern Alberta. Areas for improvement were recommended.

Résumé

On a eu recours à une classification des concepts de l'éducation du consommateur déjà existante pour clarifier la portée et l'orientation du programme d'éducation du concommateur au college communautaire de Lethbridge.

On a trouvé que le programme correspondait au modèle, bien qu'on ait dû l'adapter à la mission et au but du collège ainsi qu'aux besoins spécifiques des consommateurs du sud de l'Alberta.

On a recommendé des améliorations en certains domaines.

The Consumer Education Program at Lethbridge Community College was established in 1982 to meet the needs of residents in Southern Alberta. Originally funded by a grant from Alberta Consumer and Corporate Affairs, it is one of only two Consumer Education programs in the Province of Alberta. Its purpose has been to help individuals and groups develop the knowledge and skills needed to make decisions and take actions as informed and responsible consumers.

To meet its objectives, the program has offered courses, workshops, and public service sessions and has developed a regular newslatter, product information sheets, and educational materials. Offerings have been created on the basis of individual community requests, ideas from the Consumer Education Advisory Committee and a "sense" of community needs. In the past, the parameters of the program have been somewhat fluid, depending upon the perception of the person organizing the program, known as a programmer, and the administrative body of Continuing Education.

In 1987 it was decided that a clearer definition of Consumer Education and its scope would be helpful in directing the program into appropriate areas and providing guidelines for new staff and/or persons who have input into the program but who may have little organized knowledge of the content area. To help define the program and promote continuity and credibility in the area: (a) a suitable model to guide the program was identified, (b) limiting factors that would require adaptation of the model to the College program were considered, (c) the existing Consumer Education program was compared to the model and based on this information (d) future directions for the Consumer Education program were identified. Both the process and the results of the exercise are outlined in this paper.

> *"Through consumer education, the individual is expected to gain information and skills that allow them to make wiser purchasing decisions and plan their financial future more effectively."*

The Model

The first step was to define consumer education and its scope. The classification of concepts in consumer

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education, published by the Michigan Consumer Education Centre, was selected as an appropriate model (Bannister and Monsma, 1980). Because of its comprehensive nature and the resources that had gone into its development, it was felt that this classification system represented a good model to guide the future development of the Consumer Education Program.

Figure 1 illustrates the scope of the consumer education area as defined by the classification system. Consumer Education is defined as "the process of gaining the knowledge and skills needed in managing consumer resources and taking actions to influence the factors which affect consumer decisions." Its definition emphasizes the proactive. The expectation is that consumers will learn the skills necessary to cope successfully in the market place. The *marketplace* is broadly defined to include the goods and services provided by the public as well as the private sector.

One sub-section of the model encompasses the broad concept of decision-making. This includes factors affecting consumer decisions and the decision-making process. Knowledge of these external and personal factors that affect consumer decision-making are expected to help the consumer make wiser choices. It is also hoped that learning about the decision-making process will aid in more rational decision-making.

The whole concept of resource management is the second major area of emphasis defined by the classification system. Much of it represents the more traditional understanding of what is embodied in the field of consumer education. Through consumer education the individual is expected to gain information and skills that allow them to make wiser purchasing decisions and plan their financial future more effectively.

In addition, with the growing awareness of resource scarcities, the conservation of resources has become important. Consumers are not only taught how to consume wisely, they are also being taught that conserving is a wise consumer choice. They are advised that personal resouces such as time, energy, and skills may be substituted for the more finite and diminishing resources found in the natural environment. The emphasis is placed on substituting more abundant resources for more scarce ones, thus making more efficient use of the resources available to them.

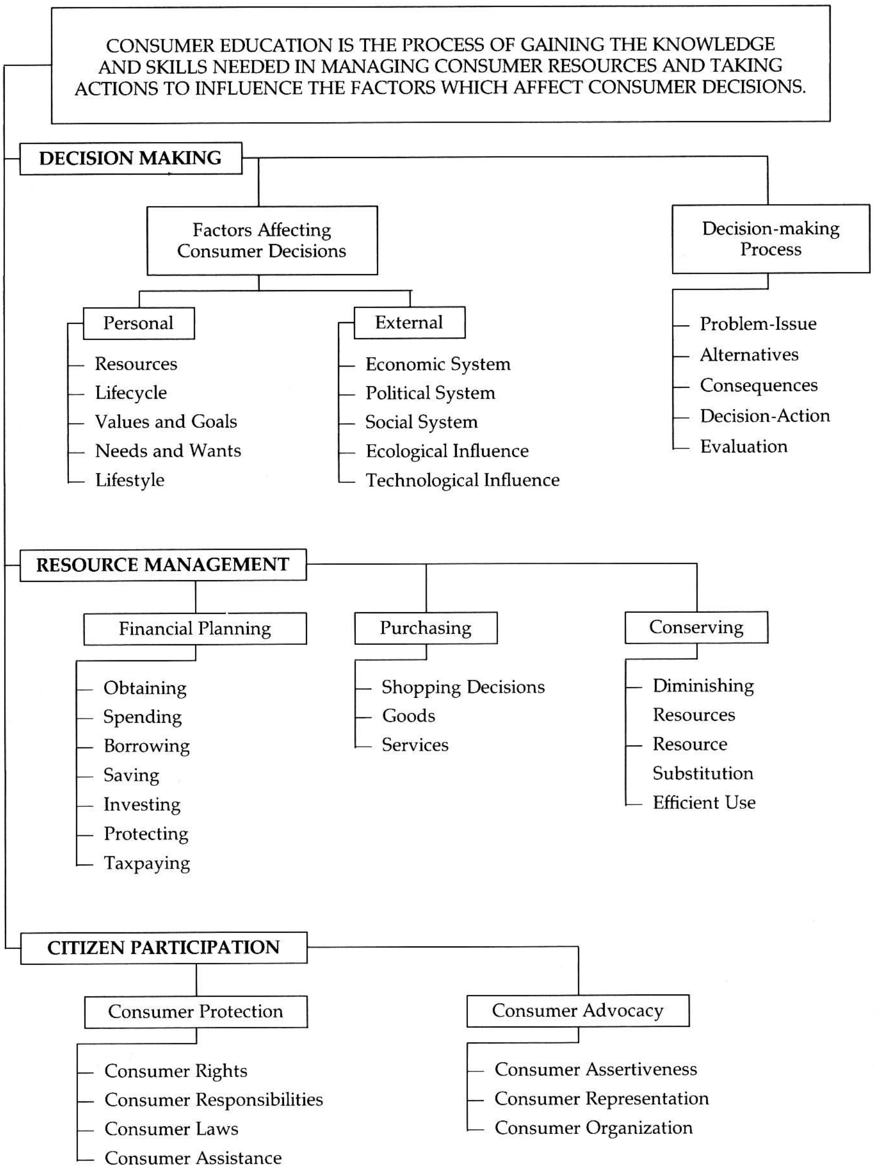
CONSUMER EDUCATION IS THE PROCESS OF GAINING THE KNOWLEDGE AND SKILLS NEEDED IN MANAGING CONSUMER RESOURCES AND TAKING ACTIONS TO INFLUENCE THE FACTORS WHICH AFFECT CONSUMER DECISIONS.
DECISION MAKING
Factors Affecting Consumer Decisions
Decision-making Process
Personal
Resources
Lifecycle
Values and Goals
Needs and Wants
Lifestyle
External
Economic System
Political System
Social System
Ecological Influence
Technological Influence
Problem-Issue
Alternatives
Consequences
Decision-Action
Evaluation
RESOURCE MANAGEMENT
Financial Planning
Obtaining
Spending
Borrowing
Saving
Investing
Protecting
Taxpaying
Purchasing
Shopping Decisions
Goods
Services
Conserving
Diminishing Resources
Resource Substitution
Efficient Use
CITIZEN PARTICIPATION
Consumer Protection
Consumer Rights
Consumer Responsibilities
Consumer Laws
Consumer Assistance
Consumer Advocacy
Consumer Assertiveness
Consumer Representation
Consumer Organization

Figure 1. A Classification of Concepts in Consumer Education (adapted from *Classification of Concepts in Consumer Education* Bannister and Monsma (1980) page 19).

The third major area of concern that is identified in the model is that of citizen participation. By helping consumers become aware of their rights and responsibilities, the laws and services available to them and by teaching them skills to assert themselves in the marketplace, they can better participate actively on their own behalf. As the definition of consumer education stated, the expectation is to teach consumers skills to take action for themselves.

Adapting the Model to the Consumer Education program at Lethbridge Community College

Adapting the model to the College program required numerous factors to be considered: College mission and goals, the existing consumer education program structure, and the limitations of any existing resources such as funding, facilities and available expertise. Changes, however, could and should be made if the model is to be effectively used. The model is considered a guide and not a rigid standard. Education, be it consumer or other, must meet the needs of the public it serves.

College Mission and Goals. The Missions and Goal Statements of the Division of Continuing Education, were revised in the Spring of 1987 to reflect the current direction and prime foci of the Division. The Division "is committed to the concept of life-long learning with emphasis on the process of community development and education." The approach focuses on the adult learner, sensitivity to community needs, flexibility, quality programming and the development of self-worth in the individual.

If one considers the Consumer Education Program within the context of these Mission and Goal Statements, the program should focus on the continuing education needs of adults. In many cases, the adult consumer has had little experience in learning the skills necessary for successful survival in the marketplace. As well, in an age of new technology and materialism, there is a constant need for information updating on new products and services. Therefore, the Consumer Education Program could meet a distinct educational need of adults in the community.

In many cases, the adult consumer has had little experience in learning the skills necessary for successful survival in the marketplace.

The development of self-worth in the individual can also be reinforced with appropriate programming. Understanding one's own personal values and goals, and developing decision-making and assertiveness skills, can add to a person's feeling of control over their life. The ultimate result will be success in one's ability to cope.

Maintaining flexibility in the programming can be easily achieved through the non-credit and public service courses. New ideas can be brought "on stream" relatively quickly to meet the changing needs of consumers. The short length of courses is better suited to the time constraints of the public and can be incorporated into already existing programs with relative ease. The time necessary for adequate skill development, however, may be sacrificed. The Consumer Education budget, as a separate entity, increases flexibility because there are funds available to develop and market new ideas for programs and projects.

The Existing Consumer Education Program Structure

The Consumer Education Program, at present, is one of over twenty programming areas in Continuing Education. It is funded by a separate grant through Advanced Education which provides for the salary of a programmer and funds to operate the program. The allocation of funds is decided by the Division of Continuing Education and these monies have been able to be carried forward from one year to the next. Allocations are made for part-time instruction, office and instructional supplies, secretarial support, business travel which includes professional development, and additional advertising costs. The non-credit courses are largely self-sufficient so that funding can be used to support public service courses and activities, development of educational materials and the acquisition of educational support materials.

Any large-scale projects which the Consumer Education Program undertakes would require additional support from funding sources. Facilities at the college are already well-used. Program activities would either need to be located off-campus in facilities provided by other agencies/groups or additional funding would be necessary to support rental of space. Parachuting into existing programs has allowed the program to grow and provide consumer education to more people without obviating the need for additional facilities. In the longer term this method may restrict the development of the program.

A restriction is also placed on the program if the scope is defined too narrowly. Development of consumer skills is often dependent upon the development of personal skills. Particularly when dealing with disadvantaged groups, self-esteem and a feeling of control over their lives is necessary before consumer education in the traditional sense is possible. Therefore, utilizing a classification system as outlined provides a broader base to allow for developing both personal and consumer skills.

Access to Expertise in Consumer Education

Access to personal expertise in the area of consumer education is a limiting factor only if one is not open to exploring a variety of approaches. Consumer education has become a marketing tool of many businesses and services as they recognize the need to improve their credibility amongst their customers. Thus, it is not difficult to locate instructors and resource people who wish to represent their product or service on behalf of the consumer. The skill comes in monitoring their provision of services such that they are not selling their product or service in the guise of educating the consumer. Unbiased instruction is necessary to maintain the credibility of the program.

Inservice training is also possible for resource people and instructors. Not only can they be provided with information to develop their instructional abilities but they can also be provided with information to help them better understand the scope and philosophy of the Consumer Education Program. With proper training, lack of expertise as a limiting factor can be minimized. It is important that all consumer education personnel, advisory committee members and anyone involved in monitoring the program have a common understanding of what the philosophy and scope of the program is to be.

Effectiveness of the Consumer Education Program

The task then became one of determining the effectiveness of the program in following the philosophy promoted and at the same time conforming with college mission, goals, and policies. This will also provide direction for the future development of the Consumer Education Program. To simplify the process, major categories of services were to be compared to the model (classification system) which also included consideration of college mission, goals and policies.

Courses and Workshops

Self-supporting evening and weekend workshops and courses are offered by the Consumer Education Program to the general public. Small registration fees have been charged to cover costs but the intent has been to provide these services at a reasonable cost so that the registration fee is not a deterrant to participation. A wide variety of course offerings have been organized to meet the needs of southern Albertans. The intended audience has always been the adult community.

In perusing the list of courses (Table 1) all major areas of the classification system are being included. Decision-making is most explicitly handled in courses such as Financial Planning, Money Management and Time and Home Management. Financial planning has also become a popular topic in terms of resource management. "How to Buy" courses have always been present but they have decreased in importance. Too much emphasis on consuming can negate the importance of a conserving lifestyle or a balance of the two. To this point courses focusing on conservation, recycling and alternate lifestyles have not been in demand. And courses related to consumer protection and advocacy have had limited success. These include courses such as Consumer Challenges and Safeproofing Your Home. Marketing to educate the consumer of the value of these courses may be necessary.

Public Service Sessions

The public service sessions, on the other hand, provide a greater opportunity to include instruction in all areas defined by the model (Table 2). Sessions are directed most often to special needs groups who lack many consumer skills. Often consumer education is provided by parachuting into already existing programs. Money management, time and home management, financial planning, resource substitution, consumer protection and consumer assertiveness are all topics that have been addressed in a variety of classroom sessions. Particularly with low-income groups more emphasis needs to be placed on resource substitution, consumer protection and consumer advocacy.

It is important that the specific needs of individuals and groups be identified and appropriate services be provided. When the consumer educator must also parachute into already existing programs, both positive and negative benefits can be accrued. On the one hand, the existing group has usually already established a cohesiveness or community spirit which allows for easier discussion of some life issue topics. On the other hand, one is restricted by what the program leaders see as necessary consumer education and by the amount of time that can be allocated for consumer education. Often the development of adequate consumer skills cannot be accomplished in one afternoon or day. It is an ongoing developmental process.

The Newsletter

The Newsletter affords a third avenue for promoting consumer education as outlined in the model. Those people who lack the time or inclination to attend evening classes are regularly updated on consumer issues. Topics include: consumer advocacy, new products and services, sources of information available for the consumer, and feature articles on consumer issues. Such a newsletter may well meet the needs of well-educated consumers in the marketplace.

Product Information Sheets

These summaries of articles from consumer magazines have been prepared on various consumer products and services to encourage wider distribution of the information. Both students of the college and participants in Continuing Education classes are the target market. They are intended to supplement other sources of information for the consumer, particularly when they are involved in making a purchasing decision.

Educational Development Materials

Materials are developed when an area in need of development is identified. To date, five topics have been delineated for development:

(a) Dollars and Cents: five part teaching packet on food, clothing, housing and budgeting.

(b) Money Management and Consumerism: an instructor's handbook and student resource book for a Life Skills program at the Correctional Centre.

Table 1. Consumer Education Winter Course Offerings 1987

Energy Savers Workshop

Kicking the Tires Not Enough

Safe Proofing Your Home

Women Alone and Making It

Rural Acreage Living: Is it for Us?

Furnishing Your Home Series:
- Underfoot Decisions: Choosing Carpet & Floor Coverings
- Furniture: The Quality Touch
- Wood Burning Stoves

High Tech in the Home Series:
- Tips on Buying a Home Computer
- Videos: Which One
- Compact Disk Players: Music to Your Ears
- Close Up On Cameras

I Haven't a Thing to Wear

A Look at Managing Your Money

Women and Investments

Time & Home Management for Homemakers

Buying Your Dream Home Series:
- Come Tour With Us
- But Can We Afford It?
- Home Is Where the Mortgage Is
- Lost in the Fine Print

Planning For Your Future
- Personal Financial Planning
- Registered Retirement Savings Plans
- Insurance: How Much Protection
- Where There's a Will
- Because You Care: Funeral Practices

Table 2. Public Service Sessions Offered in 1986-1987

Course	No. of No. of Sessions
Budgeting/Money Management	12
Food Shopping	9
Clothing Shopping	1
Personal Financial Planning	5
Consumer Assertiveness	1
Guarantees & Warranties	1
Consumer Challenges	1
Buying a Car	1
Basic Banking	3
Credit	1
Toy Fair	1
Home Management	3
Security Protection	1
Do Advertisers Manipulate You?	1
Nutrition & Quick Meals	1

(c) Consumer Education: (ESL Project) five part teaching kit to aid teachers of ESL Life Skills programs in the areas of grocery shopping, clothing choices, personal hygiene, the medicine cabinet and housekeeping skills (unpublished).

(d) Seniors Teaching Seniors project: development of instructor's guide and support materials with the intention of preparing seniors to teach seniors (proposed).

(e) Consumer Assertiveness Skills: teaching packet for instruction of life skills classes (proposed).

Each topic area has been developed to suit the specific needs of a target market. Some elements of the classification system are included in all the development materials but the emphasis varies depending upon the topic area and target market. The intention is not to include all areas of the model in each kit but to select appropriate concepts that will suit the needs of the target group.

Directions for the Consumer Education Program

This analysis illustrates that the Consumer Education Program already conforms to the model for consumer education. Its alignment with the model is somewhat fluid, but the content does remain within the bounds of the classification system.

What should be emphasized is that future choices for courses, workshops, public service sessions and other educational materials should be based upon this classification system. Appropriate concepts from the model should be selected to suit the target market. Because consumer education, as defined by this model, has a broad scope, co-operation with other programs may be necessary and advisable. When discussing the development of life skills in a person, it is difficult to separate out one skill and topic area to the exclusion of others. People are whole beings and a wholistic approach may be the only sensible means of achieving success in teaching such skills. As this model identifies, there are numerous forces impinging upon the individual and/or collective consumer and these must be understood if any meaningful change is to take place.

More emphasis may need to be place on *marketing* the area of consumer education to instructors as a life skill necessary in their programs. The scope of consumer education should be made clear to them. They may also need to be "educated" as to the value of all the concepts in consumer education. Support on an ongoing basis in the form of support materials, resource people and course outlines, may be beneficial.

In terms of the programs offered to the general public it is probably useful to recognize that some topic areas identified under consumer education may never be marketable as courses or workshops. Alternate means of delivery such as the Newsletter will be necessary. Other forms of delivery such as television and videos are feasible on a small scale but there will be financial, facility, and equipment limitations. Concentrating on a few target markets who are within the financial and technical scope of the program may be the answer.

Conclusion

The Consumer Education program at Lethbridge Community College has been shown to conform to the proposed classification model. Further improvements have been recommended. If such a classification system is accepted and utilized, it seems likely that the needs of consumers will be better met. Rigid adherence to the model, however, is not the goal. Using it as a guide will help to direct the Consumer Education Program so that continuity and credibility are achieved. ☐

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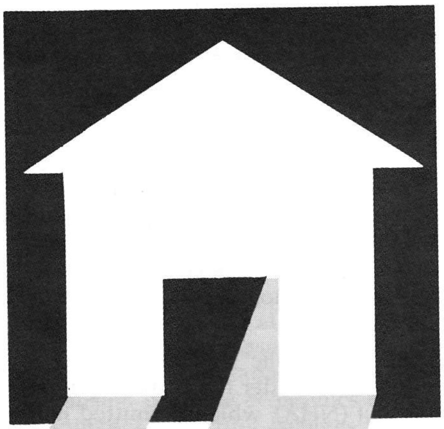
The Evolution of the Mortgage Instrument as a Consumer Product

John W. Auld



Abstract

The residential mortgage in Canada has evolved in recent years into an extremely sophisticated and complex consumer product. Complicating the marketplace for consumers have been public incentives and interventions and compounding the complexity, many products and incentives tend to come and go pursuant to changes in the marketplace, new marketing incentives, and/or changes in public policy/program development.

This plethora of mortgage wrinkles and mortgage services, which tends to be part of our societal information overload, will require business, government, and consumers to more carefully scrutinize the options and plans available.

In the future, changes occurring in world financial markets may further affect the residential mortgage and require, particularly on the part of consumers, a more knowledgeable approach to this extremely dynamic product.

Résumé

L'hypothèque résidentielle au Canada a évolué au cours des dernières années pour devenir un produit de consommation complexe et extrêmement sophistiqué. Compliquant le marché pour les consommateurs, on retrouve les primes d'encouragement et les interventions; pour ajouter à la complexité, de nombreux produits et primes tendent à aller et venir selon les changements du marché, développement de politiques/programmes publics.

Cette surabondance de combines et de services hypothécaires, qui tend à faire partie de notre surcharge sociale d'informations, fait que les commerces, le gouvernement et les consommateurs auront à examiner plus soigneusement les plans et options disponibles.

Il est possible, à l'avenir, que les changements ayant lieu dans les marchés financiers mondiaux affectent encore plus l'hypothèque résidentielle et exigent, plus particulièrement de la part des consommateurs, une approche plus "étudiée" face à ce produit extrêmement dynamique.

Although there has been a degree of price competition among lenders eg. rate reductions, it has been the non price competition for market share that has been most dynamic. It has also been somewhat mystifying for consumers and in some instances, for lenders in the field.[1]

In the private sector, mortgage insurance, variable rate mortgages, reverse annuity mortgages, weekly and bimonthly mortgages, to name a few, exemplify some of the multitude of mortgage "wrinkles" and mortgage services that require borrowers to more carefully scrutinize the options and plans available (Financial Post, 1984, p. 1).

Complicating the marketplace for consumers have been government incentives and interventions, manifested by such programs as public mortgage insurance, registered home ownership savings plans, mortgage renewal plans, and mortgage rate protection plans. To further compound the complexity, many products and incentives tend to come and go pursuant to changes in the marketplace, new marketing incentives, and/or changes in public policy/program development.

The benchmark mortgage instrument from which variations will be discussed is the long term, conventional, blended mortgage loan. This form of mortgage loan requires by law 25% down payment with a 75% mortgage loan paid off by equal monthly payments of principal and interest, where the principal is gradually reduced over the life of the loan.

The limit on the amount borrowed plus the paying down of the principal during the life of the mortgage loan, reduced the risk to the lender and for the consumer, it provided a fixed debt payment each month with a given interest for the life of the mortgage.

Several problems were associated with this mortgage instrument. The large down payment restricted many potential homebuyers since it required considerable savings. Secondly, with long terms extending for the amortization period and in times of high inflation, erosion of the real value of money, meant that the borrower was paying back the lender with devalued or cheaper dollars. Lenders experienced problems of matching assets to liabilities when they could not secure long term deposits to match mortgage lending.

The 1969 a change in the Canada Interest Act reduced this lender risk allowing them to renew loan terms every five years permitting a better match of deposits with mortgage lending. Also borrowers were restricted in prepayment privileges on these shorter term mortgage loans, further reducing the risk to lenders. However, in many cases, this resulted in difficult household budgeting where the mortgage was renewed at a time when interest rates were considerably higher than when the mortgage was originally arranged. In the early 1980s,

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[1] Based on a telephone survey of eight lenders undertaken in the city of Guelph in 1987, there appears to be considerable confusion and a lack of knowledge of the variety of mortgage products. In half the cases there was no knowledge of price level adjusted mortgages, graduated payment mortgages, reverse mortgages, or reverse annuity mortgages.

> *"Payments of principal and interest were traditionally made on a monthly basis. The 80s saw weekly, biweekly, and semi-monthly payment plans being offered by lenders."*

high interest rates resulted in almost doubling monthly payments for many consumers, whose mortgages came up for renewal.

In 1954 public loan insurance was established under the National Housing Act (NHA), which permitted high ratio mortgage loans for new housing. This mortgage instrument accomplished two important goals: it reduced the risk to the lender and reduced the downpayment required by borrowers. Over the last 30 years there have been many changes in the mortgage insurance field including adjustments made to the loan to value ratio, its expansion to include the resale market, adjustments made in the premium structure, the entrance of the private sector into the field, the removal of maximum ceilings, and the allowable interest rate charge.

Mortgage insurance has played an important role in encouraging the supply of mortgage money to the housing sector and satisfying consumer demand by permitting high ratio mortgages. In that sense it was very much a tool of public policy effecting the demand for housing, and consequently being used as a stimulus to the economy. The extremely large claims against the Mortgage Insurance Fund (MIF) experienced in 1979 and 1980, were primarily due to the employment of public mortgage insurance directed to social housing goals, and precipitated the recent extensive review of the program. In 1982 the program began to catagorize default risk and charge corresponding premiums, and in 1985, CMHC announced new guidelines for loans dealing with overheating or declining markets reducing the maximum loan to value ratio on the first $80,000 from 90% to 85% (CMHC, 1985, p. 2).

Several questions have recently been discussed regarding mortgage insurance during the "housing consultation process" carried out over the last two years by the Government of Canada. One concerns the universality of the mortgage insurance program. Since different regions and housing types represent varying risks, should premiums not reflect these risks? Since mortgage insurance benefits both borrowers and lender should there not be risk sharing among the participants? The role of public and/or private mortgage insurance have also been discussed particularly in light of the present governments privatization thrusts.

The Nielsen Task Force suggested in its recommendations that public mortgage insurance should be retained with the primary objective to provide equal access to mortgage insurance throughout the country, and that a competitive environment should be maintained in the private sector. With some restrictions, the Task Force also recommended the use of public mortgage insurance to promote innovative mortgage instruments. To protect the public mortgage insurance fund, among several recommendations were suggestions to shift some of the risk to the lender, require resource companies to share in the insurance risk, and the possibility of charging premiums on a renewable or term basis. Finally it recommended maintaining an actuarially sound premium structure except for geographic universality (CMHC, 1986, Appendix B).

Changes in public mortgage insurance which took effect on May 1, 1987 are intended to guarantee equal access to mortgage insurance and stimulate private and public competition in the mortgage insurance market. Premiums and application fees have been lowered and coverage has been increased to provide 90% of the first $125,000 (up from 90% of the first $80,000) and 80% of the remainder (CMHC, 1987, p. 4). This will have the effect of reducing somewhat the downpayment for consumers for high ratio mortgage loans. However, in areas where there are overheated markets, this demand stimulation may be undesirable. In over-heated markets the resources to produce more housing are strained and "when construction is limited by lack of materials, labour or building capacity, more liberal credit is more likely to push up costs and prices than increase production" (Smith, 1975, p. 143). In the Toronto area where the real estate market has been extremely active it is not felt that these changes will have a significant effect since the majority of lending recently has not been high ratio mortgage lending (Brennan, 1987, p. 41). However, the fact that insurance will be available on second mortgages means lower rates due to reducing risk to the lender.

Although public mortgage insurance has been a long standing and major public intervention in the mortgage market other interventions have occurred particularly in the 1970s and 1980s, assisting consumers by reducing down payments, stimulating the housing industry, reducing unemployment, and protecting consumers. Some were short term such as first time homeowner grants offered by both federal and some provincial governments in the mid 70s or the later (1983) Canadian Home Ownership Stimulation Plan (CHOSP). Others were longer term such as the Registered Home Ownership Savings Plan (RHOSP).

RHOSPs permitted prospective homebuyers to make tax deductable deposits into a registered fund. Deposits of $1,000 could be made each year up to a maximum of $10,000. Various adjustments were made to the program over time and finally the program was accelerated so that between April of 1983 and March of 1985 consumers were allowed up to a $10,000 tax deduction if they purchased a new home, and it wasn't even necessary to deposit the funds into the plan. The program was terminated in 1985.

The Assisted Home Ownership Program (AHOP) was another intervention by government in the mortgage financing field in an effort to facilitate the production of more modest priced units and bring homeownership within the reach of moderate and lower income consumers. The combined mortgage interest subsidy and grant of up to $1500 per year was targeted at new house production within specific price ranges and could be stacked with provincial programs as well, such as the Ontario Home Ownership Made Easy (HOME) program. The program was designed to reduce monthly mortgage payments in the early years of homeownership.

By 1978 AHOP was ammended, still maintaining the payment reduction loan to reduce monthly payments but eliminating the additional non-repayment subsidy. At the same time the Federal Government introduced a publically insured graduated payment mortgage (GPM) and encouraged private lenders to participate, pursuant to its objective of having the bulk of Canada's residential financing met in the private market (CMHC, 1978, p. 1). The GPM reduced monthly payments during the early years of homeownership but its risk was that it increased the principal. For example, on a $35,000 mortgage the principal increases to $37,385 by year six and it is not until year ten that the principal began to decline. It was primarily due to this risk aspect that it had limited popularity.

Volatile and extremely high interest rates and the recession of the early 80s brought two new public interventions to mortgage financing. The Canada Mortgage Renewal Plan (CMRP) announced in 1981 provided grants to qualifying consumers who were experiencing financial difficulty when renewing mortgages. From June 29, 1982 to December 1983 homeowners whose mortgage payments (plus property tax and ½ of condominium fees) were more than 30% of total gross household income, were eligible to receive assistance up to $3,000.

The Mortgage Rate Protection Program (MRPP) instituted in 1984 permitted consumers, when securing a mortgage loan or renewing an existing mortgage, to obtain protection from future increases. Up to $70,000 of a mortgage loan could be protected by a payment of a premium of 1½% of the principal. The MRPP provided protection to a maximum of 10% above a 2% deductable and paid up to 75% of the increase in mortgage payment. Both of these programs were attempts to provide acceptable mortgage credit during times of inflation and instability. The MRPP had little response from consumers primarily because of falling interest rates during the period after it was instituted.

The foregoing is a brief summary of some of the efforts by government which affect lenders and borrowers in the dynamic field of mortgage finance. Public mortgage insurance has a long history of being called upon to support innovative mortgage instruments and to lever private sector funds to finance social housing initiatives. The adequate supply of mortgage funds facilitated by mortgage insurance has provided positive benefits to the residential construction industry, the real estate industry, and to maintaining a level of quality housing for Canadians. Longer term mortgages with lower rates, for example, based on the Mortgage Backed Securities (BMS) program will be very much dependent on mortgage insurance. MBSs are investment vehicles that trade in the money markets and are backed by pools of residential mortgages insured by CMHC. They can be bought and sold in denominations as small as $5,000 and already have been used to fund mortgages with terms of ten years. MBSs ideally will tap new sources from institutional and individual investors resulting in more funds available for mortgage financing, more competition among lenders, and consequently lower mortgage interest rates and longer term mortgages for consumers. There is not total agreement regarding the potential of BMS. A relatively low interest rate with little sign of rising in the short term, may deter consumers from locking into long term rates. This may create difficulties in creating a large base of such securities (Gordon, 1987, p. 5).

The private sector has also spawned a variety of options in the mortgage marketplace. Government incentives, regulations, and interventions have contributed to this in part but competition for market share has played the major role.

The competition has ranged from promotional campaigns to attract consumers including mortgage burning (Canada Trust) to a whole range of payment plans, reduced administrative fees, and the elimination of transfer charges as lenders vied for a larger share of the market.

Variations on mortgage payment options have also been developed. Payments of principal and interest were traditionally made on a monthly basis. The 80s saw weekly, biweekly, and semi-monthly payment plans being offered by lenders. This permitted consumers to match pay period with mortgage payment periods and had the potential to reduce interest costs by facilitating paying off a mortgage loan sooner. As one lender commented, "the perception in the public's mind is that it is a good thing" (Smith, 1985, p. 1). However, the earlier retirement of the mortgage loan has questionable benefits to the consumer since time and inflation erodes the value of money on later payments. Lenders have also competed offering a variety of prepayment options to reduce the mortgage debt, ranging from the option of doubling up on monthly payments with an additional payment on principal, to increasing payment of principal at anniversary dates. Many consumers had been shocked by the volatile and high mortgage interest rates of the early 1980s and desired to pay down a greater proportion of the principal, apprehensive of the possibility of this happening again.

In response to the uncertainty of the direction of interest rates, one lender in 1985 (Vanguard Trust) came up with a five year "multiple term mortgage". Essentially, this permitted the consumer to divide a mortgage into several segments and then select a separate term for each segment. This particular innovation allowed the consumer to hedge their bets against changing interest rates (Roseman, 1985, p. 3).

Another major mortgage innovation during the 80s was the Variable Rate Mortgage (VRM). Rather than a fixed rate of interest for a specific term the rate would continuously change based on the variations of the cost of money. With this mortgage the consumer absorbed the risk of the changing interest rates in exchange for a somewhat lower rate, and in some instances the consumer could lock into a fixed term when rates went down. The VRM could also be a high ratio insured mortgage except that the criterion for insurance is reduced from 90% to 85% of the first $125,000 of lending value reflecting the fact that the risk was higher.

In 1984 Royal Trust and McLeod Young Weir offered another alternative to consumers who wanted to reduce their mortgage payments; the Mortgage Investment Program. This involved the use of a self-directed Registered Retirement Savings Plan (SDRRSP) to hold a mortgage and the planholder paying himself the interest on his mortgage. Mortgage interest payments effectively become tax deductable when the funds are used for investment purposes. This play could be used to pay off an existing mortgage, purchase a new home or mortgage a home in order to use the funds for other investment purposes. This plan would be of advantage to consumers who could gain a yield advantage between earnings on an existing Registered Retirement Savings Plan (RRSP) and the interest paid on the mortgage to the SDRRSP. Advantage could also be realized if the plan was used for saving for a home purchase. In this instance an individual could benefit from the income tax savings by investing in an RRSP and then have the plan provide the mortgage loan in order to purchase a home. Although there is financial benefit to such a plan there are administrative costs and minimum amounts required.

An increasingly larger number of households are older and own their housing, free of any mortgage debt. However, many of them are retired and have smaller, relatively fixed incomes. Options that may be attractive to some in this segment of the population are the reverse mortgage (RM) or the reverse annuity mortgage (RAM) which would permit unlocking the equity they have in their homes, increasing household income, and permitting them to remain in their own homes. In the RM, the equity in the house is liquidated into monthly payments and the principal and interest would accumulate as a liability against ther house. With the RAM a loan is obtained by mortgaging the home and the funds are used to purchase a lifetime annuity. Interest on the loan is subtracted from the monthly annuity payments and the mortgage becomes due at the death of the annuitant or if the property is sold (Gordon, 1979, p. 11). Canada has little experience with this mortgage vehicle. In 1979, Metropolitan Trust offered a RM which they marketed as an Independent Income Mortgage (IIM) (Barttel and Daly, 1980, p. 585), and occasionally they have been offered in Quebec (Baudouin, 1984, p. 24). They have been in use in Europe for some years and to a limited extent in the United States. As Canada's elderly population grows, "Home Equity Conversion Plans" may not only become more popular for elderly consumers wishing to remain in their own homes and increase their incomes but interest in the public sector may be precipitated by efforts to reduce the strain on public funds to provide assistance to the elderly.

The interests and needs of consumers is determined, in part, pursuant to their stage in the life cycle, and mortgage vehicles must reflect these needs and interests if they are to be attractive and profitable. It may be of value for lenders as it is for others in the housing industry, to employ demographic trends, to speculate on changing housing markets in order to tailor their product to the growing segmentation of their markets. Certainly the three demographic trends of more older people, fewer children, and an increase in the number of single person households, along with a slower growth rate will effect all sectors within the housing industry.

Many of the changes in the mortgage market over the last 10 years were little more than marketing strategies in an increasingly competitive marketplace, while others were creative and substantive innovations which will have long term effects for the industry, consumers, and government. There is little doubt that a "mortgage wrinkle overload" which tends to be part of our societal information overload has and will have some negative implications as consumers have and will have considerable difficulty keeping up with what is happening.

One also cannot be immune from speculating on the implications for consumers, of what is called the "Big Bang"; the development of a worldwide movement toward an international financial system that will break down barriers among the traditional financial institutions (Brett, 1987, p. A1, 2). The potential for one stop financial service will mean consumers will be able to obtain mortgage loans, house and life insurance, brokerage, banking, and real estate services from one source.

It has been argued by some that this will have considerable benefit for consumers. Currently, the banks are lobbying the federal government for the right to sell insurance at the branch level and it is argued that this could significantly reduce the price of insurance by eliminating agents (Jenish, 1987, p. 24). Increased international competition in the financial sectors, pursuant to deregulation, may have considerable effects on the level of competition with commensurate financial benefits to consumers. However, foreign ownership of financial institutions may present significant risks.

There is little doubt that the changes presently occurring in the financial sector will affect consumers and the cost and convenience of the financial aspects of homeownership. The many changes in financial services that have occurred over the last 25 years may pale in light of what is occurring pursuant to deregulation within the financial sector, and this may be further compounded by a free trade agreement with the United States. □

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The History of Beadwork in Eskimo Point, Northwest Territories

Jill Oakes

Abstract

Caribou Inuit in Eskimo Point, Northwest Territories, began using beads on their caribou skin clothing in 1719. Over the ensuing centuries explorers, whalers, traders, the evolution of a new culture, and eventually government programs, influenced the availability of beads. Current beading techniques are restricted by available supplies, individual creativity, and culturally acceptable panel shapes. Beaded panels are passed from one generation to the next, creating a historical link to the past.

Résumé

Les Inuit Caribou d'Eskimo Point, Territoires du Nord-Ouest, ont commencé à garnir leurs vêtements en peau de caribou de perles en 1719. Au cours de siècles suivants les explorateurs, les baleiniers, les commerçants, l'évolution d'une nouvelle culture et finalement les programmes gouvernementaux ont influencé la disponiblité des perles. Les techniques actuelles sont restreintes par l'approvisionnement disponible, la créativité individuelle et les formes de panneaux culturellement acceptables. Les panneaux de perles ont été transmis de génération en génération, créant ainsi un lien historique avec le passé.

On a stormy winter evening, while the wind screamed over snow drifts the size of houses, Inuit in Eskimo Point scurried into the smoke filled, steamy hot elder's hall. Women dressed in heavily beaded amautit (women's parkas, plural) melodically chanted centuries-old legends while Annie Sewoee beat rhythmically on a caribou skin drum. As Annie danced the beaded tassels on her amautik (woman's parka, singular) mesmerized infants peaking over their mother's parka pouches; she is about to reveal a story held tightly within the stitches of her amautik.

Earliest Use of Beads

Ancestors of the Caribou Inuit in Eskimo Point first acquired beads in 1719 when the Hudson's Bay Company sent floating trading posts northwards from Fort Churchill. Active trading of caribou skins, seal blubber, and whale oil for metal tools, fish hooks, and beads continued until 1790. Then the sloops stopped sailing northward and Inuit had to travel to Fort Churchill to trade (Burch 1986).

In the early 1800s some Caribou Inuit, possibly some from the Eskimo Point area, travelled north to work and trade with whalers and explorers in the Chesterfield Inlet and Igloolik area. When a British explorer, Captain George Lyon, arrived in Igloolik in 1821 he observed Inuit wearing caribou skin parkas lavishly covered with beadwork (Lyon 1824). Lyon's Commander, William Parry, notes that during the second winter that the expedition stayed in the area, Inuit covered an ever increasing area of their parkas with beads (Parry 1824). The use of beads continued throughout the 1800s. By the early 1920s, after the collapse of the whaling industry, private traders and the Hudson's Bay Company established permanent trading posts in the vicinity of Eskimo Point (Government of the Northwest Territories 1984). Easy access to trade goods, an increasing dependency on a fur economy, and the arrival of social services affected the availability of beads to Inuit seamstresses up to the present date.

A Cultural Division Restricts Access to Beads

Cultural factors also influenced beading. During the late 1800s and early 1900s, Inuit in the Eskimo Point area evolved into two culturally unique groups: inlanders (Ahiarmiut) and coastal Inuit (Paallirmiut) (Burch 1986). Regional isolation and limited access to trade goods influenced the availability of beads and beading styles used by each group. Ahiarmiut (inlanders) travelled to the Hudson's Bay Company Post at Churchill for trade goods. They were unsatisfied with the poor quality beads and were unable to obtain good quality, strong colored Italian seed beads from the post. Poor quality tea or tobacco was acceptable as long as it was available in large quantities; low grade beads were unacceptable. Refusing to buy inferior beads drastically reduced the amount of beadwork done by inlanders. Beading was limited to several rows of decoration on children's bonnets and several men's parka hoods (Steenhoven 1955). In contrast, an Arctic painter, Winnifred Marsh, illustrates coastal men and women (Paallirmiut) wearing elaborately beaded parkas and head bands in the early 1930s (Marsh 1976). In the late 1950s the Ahairmiut were moved into Eskimo Point in an attempt to centralize community services and prevent hardships caused by starvation. Over the last two decades Ahairmiut adopted style features and beading techniques used by Paallirmiut. Today both Inuit groups wear elaborately beaded parkas. Some members of traditional families wear beaded

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> *"Poor quality of tea or tobacco was acceptable as long as it was available in large quantities; low grade beads were unacceptable."*

parkas for everyday wear. Other community members save their parkas for special occasions.

From Animal Parts to Beads

Currently, Czechoslovakian glass beads are purchased from the Padlie Co-operative, Hudson's Bay Company, or mail order outlets including the Winnipeg Fur Exchange. Two bead sizes are popular: number 10-0 and 6-0. Tear drop beads are used occasionally at the end of each beaded fringe. Generally, a small loop of approximately eight tiny seed beads or a caribou tooth is used to finish off each stand of beaded fringe (Oakes 1988). Using caribou teeth is a custom rarely seen today. It dates back to before beads were available; when bones, teeth, claws, beaks, small mammal skins, and pieces of carved ivory were sewn to skin parkas. These treasures had spiritual connotations and were used as amulets by the Caribou Inuit (Birket-Smith 1929).

In the past, milk-white porcelain beads were preferred over clear white glass beads (Birket-Smith 1929). This remains true today; local suppliers never seem to have enough white beads to satisfy the high demand. When white beads are unavailable yellow beads are considered an acceptable substitute. A wide spectrum of color combinations are alternated between bands of white beads. When the supply of one color is depleted, substitutes are used to finish the panel. Rules for selecting appropriately colored substitutes appear to be nonexistent. Closely matched colors, such as navy blue for black or orange for red beads, or noticeable substitutes, such as navy blue for lime green beads are used. Adding to the confusion of color, old beadwork with different color schemes are mixed with new beaded panels.

Construction

Beading is applied to navy blue or brilliant red duffle (woolen fabric) panels; panels are usually bound with bias tape or fabric scraps. When blue and red duffle is unavailable an endless variety of colored fabric is used. Each panel is cut to a standard shape. The front panel extends from the waist to the neck and hood. The shoulder epaulettes extend from under the hood at the back to under the front panel. The large, elongated hood is encircled with a beaded panel.

Another method of decorating the hood was to cut two shorter panels to fit to each side of the hood. This version is seldom used today. The face edge of the hood is finished with a beaded panel that extends to the tip of the hood. The wrists are finished with beaded panels about four to six inches wide. The hemline is edged with a strip of beading and the base of the pouch is accentuated with two oblong or triangular panels. The length and width of each band varies slightly between seamstresses and depending on the amount of material available. Some informants claim the Ahiarmiut styles are usually shorter; this was not observed between 1985-1987.

Strands of beads are sewn to the lower edge of the shoulder epaulettes, front panel, side-hood panel, pouch adornments and to the tip of the centre-hood panel. The horizontal strips of white beads separated by bands of dark colored beads create a blur of color on the dance floor. Even slight movements set the strands into a pleasantly hypnotic motion. A most effective way of lulling an infant to sleep in the back pouch.

Inuit seamstresses use two needles while beading. One needle is threaded with caribou sinew (natural thread) and knotted close to the outer edge of the duffle panel. Between one to four beads are slipped onto the needle and slid down to the duffle. The beads are tacked down with the second needle which is threaded with Koban #50 or an equivalent medium weight thread (Oakes and Karetak 1987).

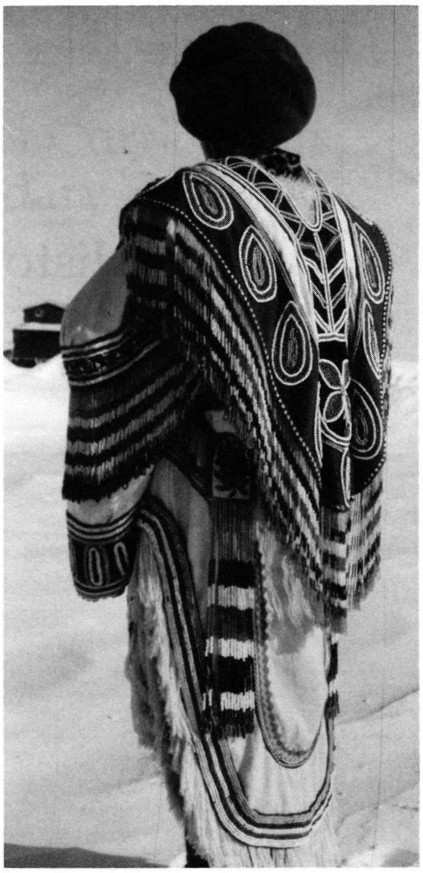

Figure 1. Mary Agartuk's traditional parka sparkles in the spring sunshine in Eskimo Point. The hood, pouch, hem, shoulder and wrist panels are heavily beaded. The fringes were made by Martha Etak's son, Bobby. Clothing & Textiles Museum, University of Manitoba E11e980. Photo credit Jill Oakes, 1987.

Seamstresses begin their designs by outlining the panel with approximately three rows of beads. Working towards the centre, rows of different colors are added. Spaces are often left between groups of rows, creating a colorful band of contrasting color. The amount of space taken up by outlining varies randomly each time a seamstress makes a new panel. According to George Swinton, a world renown Inuit art critic and collector (Personal Communications 1987), outlining symbolizes the outermost edge of the seamstress' world. The remaining space is decorated with geometric shapes, objects, floral-like designs and repeated lines.

What Do the Beaded Shapes Mean?

The front panel is usually divided in half, creating two lobular, breast-like shapes. Annie Sewoee's parka (University of Manitoba Clothing and Textiles Museum E10e980) has a front panel divided in half by a vertical, herringbone design in dark green beads. From Annie's perspective this design was a simple, fast way of finishing off the panel. Symbolically these lines illustrate the tree of life and growth which is restricted by the boundary of ones' own world (Swinton, Personal Communications 1987). Another interpretation is that the beads represent stunted spruce trees growing along the tree line. Annie often travelled to the tree line when she lived in inland camps. Her memory of past adventures may be displayed in the tree-like shape.

Each half of the front panel is decorated with an endless variety of designs. Individual beading styles vary from bold to delicate designs and from lavish to sparse beading schemes. Mrs. Sewoee decorated her front panel with two simple mitt shapes done in royal blue beads. The beads blend into the blue duffle and are outlined with a single row of red beads. According to Swinton (Personal Communications 1987) hands symbolize power. This power symbol is also seen in a caribou skin parka worn by a Shaman from Igloolik in the early 1800s (Mystic Seaport Museum 66.339.68). Annie explains that she used a mitt symbol because "I like it like that". On the other hand, her dramatic, fun loving, carefree personality certainly does have the power to attract community members, heal emotional wounds and stimulate laughter.

Seamstresses are unconscious of symbolism encorporated into their beading. A predetermined meaning within the shapes and colors commonly used by Caribou Inuit is nonexistent. Many symbols are seen by southerners to represent a variety of life giving concepts. Floral designs evolved from stylized animal tracks (Pruitt Personal Communications 1987); parallel diagonal lines (ribs) protruding from a centre line (back bone) symbolize animal skeletons (Swinton 1980); and beaded circles with short lines (ribs) sticking out from the outer edge depict the cross section of seal vertebra (Swinton Personal Communications 1987).

Examples of these familiar symbols are seen on numerous beaded parkas in Eskimo Point and in museum collections (Clothing & Textiles Museum, University of Manitoba E9e980, E10e980 and E11e980; Canadian Ethnology Service, Canadian Museum of Civilization IV.C.5211). It is possible that these symbols are an unconscious repetition of traditional amulets used to encourage successful hunting expeditions. Repeated use of the same symbols over several generations may have made the seamstress unaware of symbolic meanings attached to specific images.

An Historical Legacy

Once beaded panels are finished they are basted to skin or fabric parkas. Today, skin parkas are rarely used; fabric parkas are relatively common. Parkas are replaced regularly, however, the beadwork is removed and saved for another amautik. New beads and new strips of beaded duffle are added to old panels when extensions are desired. Traditional women have a collection of beaded panels from old clothing which they mix together to form a new image. Beadwork is also exchanged with other seamstresses. The result is a fascinating history lesson learned only by linking beadwork to individual users and the seamstresses that originally created the design. The original work was often made by several seamstresses. Further enquiries may reveal that the beaded fringes were made with the help of men or boys (Clothing & Textiles Museum, University of Manitoba E11e980).

Inuit treasure their beadwork as southerners treasure their family heirlooms. A few pieces of beadwork made in the 1930s are still used on contemporary parkas. Selma Karetak's (formerly of Eskimo Point) beaded parka contains wrist, hood and shoulder panels originally made in 1930 and photographed in 1935 (Hudson's Bay Library E.18, Figure 2).

The beadwork was passed from the original owner (Winnie Crawford) to Selma's mother (Rhoda Karetak). Rhoda stored the beadwork out of reach until Selma was a teenager. She then cut out a parka style used specifically for unmarried, childless women and attached the beadwork (Figure 3). This parka has since been worn to numerous special occasions and was included in several museum exhibitions (Oakes & Karetak 1987).

Summary

Caribou Inuit display their cultural identity in many ways, including their clothing. The regionally unique

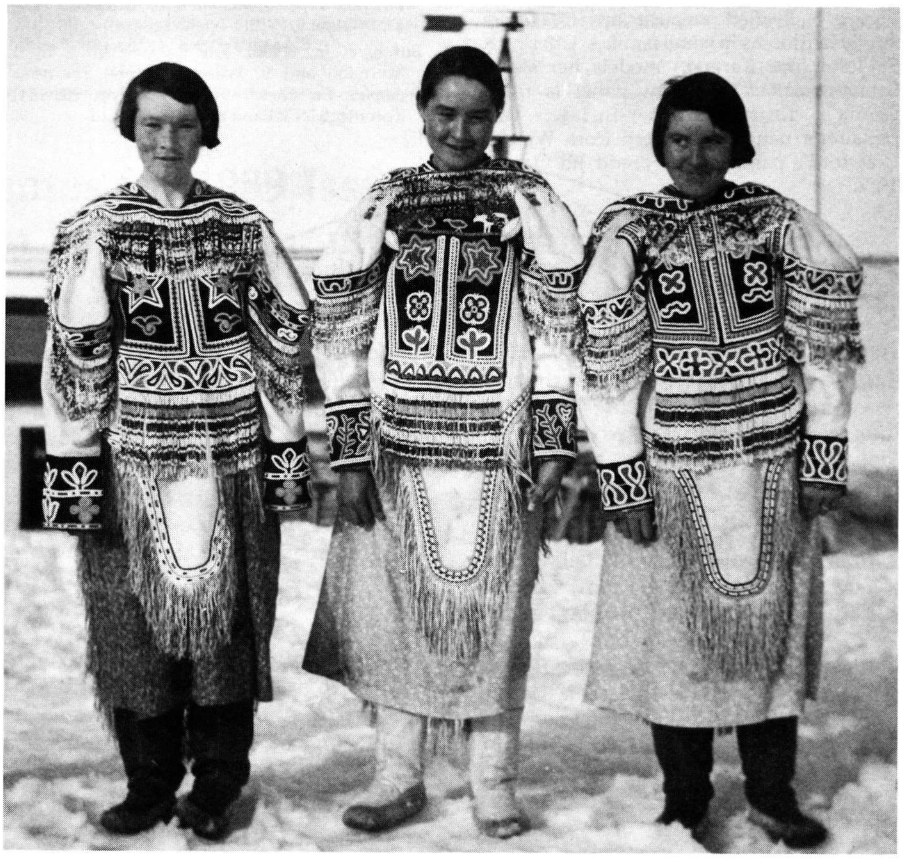

Figure 2. Winnie Crawford (centre) wears a beaded parka which she helped bead in 1930. The hood, shoulder and wrist panels are now seen on Selma Karetak's amautik. Hudson's Bay Company Library E-18. Photo credit E.R. Sheppard, c. 1935.

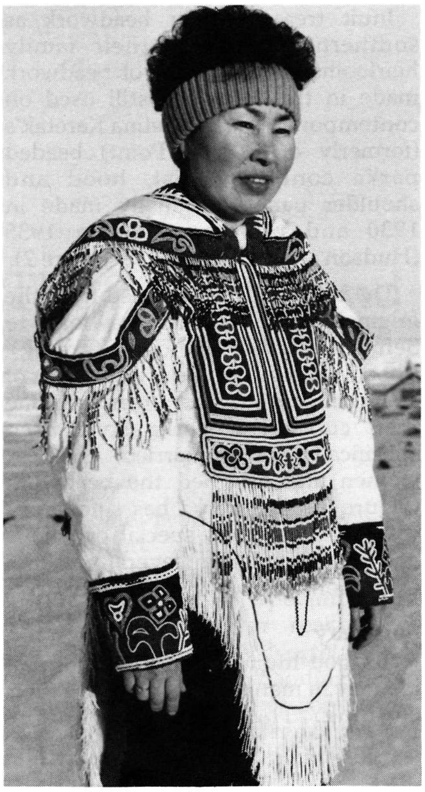

Figure 3. Beaded amautit are treasured family heirlooms in some families. Charlotte St. John (nee Karetak) models her sister Selma's parka. The front panel is from Selma's future mother-in-law; the remaining panels originated from Winnie Crawford's parka. Photo credit Jill Oakes, 1987.

beaded panels used in the Keewatin provide a positive group image. The materials, shapes and designs are influenced by differences within subgroups and individuals, and the availability of supplies. A social history of each seamstress is locked within the folds of her beaded amautik. □

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The New Brunswick Home Economics Study: Alumnae and University Curriculum Planning

Theresa M. Smith and Susan G. Turnbull

(This report represents Part II of the New Brunswick Home Economics Study. Part I was published in *Canadian Home Economics Journal, 36*(3), 131-134).

Abstract

The objective of this portion of the NB Home Economics Study was to identify UNB graduates' attitudes and beliefs about their university program in home economics education, to be used as one source of information for curriculum planning. Attitudes and beliefs about home economics education were identified via a literature review and interviews with home economists and education practitioners throughout the province. Such data provided a valuable source of direction for university curriculum development.

Résumé

L'objectif de cette section de l'étude sur l'économie familiale au Nouveau-Brunswick était d'identifier les croyances et positions des diplômés de l'université UNB face à leur programme universitaire en économie familiale; les données recueillies représenteront une source de renseignements pour la planification de programmes d'études. L'identification des croyances et positions concernant l'éducation en économie familiale s'est faite à partir de la revue de nombreux documents ainsi que d'entrevues avec des professionnels et praticiens en pédagogie oeuvrant dans le domaine partout dans la province. Les données recueillies ont offert une importante source d'orientation pour la mise au point de programmes d'études universitaires.

A serious reassessment of goals and directions at all levels of education prevails in Canadian provinces (Canadian Home Economics Association, 1985; Manitoba's High School Review Panel 1987; New Brunswick Office of Government Reform, 1985). At the university level, educators faced with diminishing resources are challenged to provide credible programs to meet the increasingly complex needs of greater numbers of students (Students Bearing, 1987). The continuous process of determining priorities while delivering and modifying university programs to meet the needs of students is a challenge which requires creativity and risk-taking.

Canadian university programs in home economics are designed to educate professionals who are prepared to provide socially responsible service to individuals and families about personal and family life. Home economics programs have been modified on a continual basis to keep abreast of social change (Change and Diversity, 1984). In a complex society where changes are occurring with increasing rapidity, leaders are urged to seriously consider the way in which change is envisioned, planned, and implemented (Vaines & Wilson, 1986).

In curriculum planning and development, educators often look to varied sources for guidance and direction. One valuable source of feedback is the university alumni; the people who have experienced the program as students and are now in a position to make reflective connections between formal education and their present environments. Research has indicated that information from university alumni can provide impetus for change in program focus (Owen, 1983; Peterson & Roscoe, 1983; and Watson & Olejnik, 1984).

At the University of New Brunswick (UNB), a study was designed to utilize feedback from the alumnae of the four-year program in home economics education as one source of direction in curriculum development.

Responsibility for teacher education in New Brunswick has been held by the universities since the amalgamation of teacher education programs in 1973. Since then, UNB has offered a four-year Bachelor of Education degree in Home Economics. The program evolved from its forerunner, the two-year program at the New Brunswick Teachers' College. The current home economics program prepares graduates for public school teaching and for employment in varied sections of government and business.

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The objective of this report is to describe selected attitudes and beliefs of the UNB home economics graduates about their university program. Data from graduates of the university program may provide helpful insights in future program direction.

Methodology

Population. The population of the larger study consisted of 445 persons and was composed of five sub-groups. Included were: the New Brunswick anglophone school district superintendents, New Brunswick principals of junior and senior high schools with home economics programs, New Brunswick anglophone home economics teachers, other members of the New Brunswick Home Economics Association (NBHEA), and graduates of the home economics education program at UNB from 1977 to 1983.

Data for this report were obtained from graduates of the four-year program at UNB (N = 89).

Instrument. Data for the study were collected via a mail questionnaire. The questionnaire was developed by the researchers to measure attitudes and beliefs about current issues in home economics. The issues were selected following interviews with home economists and other New Brunswick educators, and an extensive literature search.

A total of 66 items evaluating home economics attitudes and beliefs about various issues was selected. To evaluate these items, respondents used a five-point Likert scale ranging from strongly disagree through undecided to strongly agree. An additional 35 items requested data on personal information.

Content validity was established, the instrument was field tested for coherency and readability, and a pilot test was run to gather reliability test data for the Likert Scale statements. The Spearman-Brown correlation coefficient (split-half reliability) was calculated with a mean value of r = 0.62.

The questionnaire was administered in April and May, 1984 following the methodology developed by Dillman (1978). The overall response rate was 92%.

Statistical Analysis. Frequency distributions, mean values, and standard deviations were used to analyze the personal data. Correlation coefficients were calculated among the belief data.

Results

The UNB Home Economics Education alumnae from 1977 to 1983 were surveyed, N = 89. A total of 80 questionnaires was returned, which equalled a response rate of 89.9%.

Analysis of the demographic data indicated that the graduates (79 female, 1 male) ranged in age from 22-39 years; the mean age was 27. Those married represented 62% (n = 50), the remainder being classified as not married. Over half of the population had no dependents (n = 50), while 20% (n = 18) had one and 10% (n =9) had two dependents.

An examination of the selected employment and professional variables revealed that 72% (n = 58) were employed in the spring of 1984. Of those employed, almost 80% (n = 46) were in full-time positions, and three-quarters (n = 43) considered the position to be permanent. Among the working respondents, 60% were teaching (n = 34). The teachers were spending from 10-100% of their total teaching time in home economics with the average amount of time equalling 83%.

Data from selected professional variables were analyzed for distribution and mean values. An interest in pursuing formal continuing education was indicated by 66 respondents (84%), however only 37 (47%) had actually taken additional courses beyond their degree requirements. An overall interest in professional activity was measured via membership in professional organizations. Results showed that 46% (n = 37) were members of a home economics association. Similar results were found for membership in non-home economics associations. A total of 43% (n = 34) of the respondents belonged to other professional groups of which the New Brunswick Teachers' Association was identified by the largest sub-group (26%, n = 21).

The average UNB alumna was profiled as being in her late twenties, married with no dependents, employed full time in a permanent position, teaching home economics, not having taken any further courses since graduation, and was likely not to be a member of a home economics or other professional association.

Attitudes. Data from selected attitudes about home economics were examined for each attitude statement. As illustrated in Table 1, several similar attitudes about home economics were strongly held by the majority of the alumnae. For example, over 90% of the respondents agreed or strongly agreed with the statements that home economics deals with important social issues, is a legitimate field of study, and helps all family members.

Over 90% of the respondents disagreed or strongly disagreed with the attitude statements that home economics is women's work and that home economics is old fashioned, while over 75% disagreed that home economics has too many specialties and has too few people to be effective. The remaining nine attitude statements had wide response distributions.

Beliefs. A total of sixteen statements was used to measure the beliefs of the respondents about home economics education. The statements dealt with two general categories: home economics teaching (statements 1-5) and home economics content (6-16). In the home economics teaching category, over 90% of the alumnae agreed or strongly agreed with the statements that teachers need an education identity; that teacher education should require a pedagogical emphasis; and that teacher education should include non-school as well as junior and senior high school pre-service teaching experience. In the home economics content category, 90% or more of the alumnae strongly agreed that gender bias should be eliminated, classes should be coeducational, computer technology should be included, and home economics education should develop resourcefulness in others.

The substance of the sixteen belief statements was used a second time in the questionnaire with a different set of instructions to the respondents. The alumnae were asked to record their beliefs for each of the statements in relation to how satisfactorily their undergraduate university program served the corresponding need. For example, the first belief statement that home economics teachers need an education identity was assessed by determining whether the UNB university program fostered an identity as an educator. In this example, all of the respondents (100%) agreed that home economics teachers need an education identity while 85% of the respondents agreed that the UNB program fostered an identity as an educator.

Table 1. Respondents Agreeing or Strongly Agreeing with Attitude Statements about Home Economics

Attitude Statements	n[a]	Percent[b]
HOME ECONOMICS . . .		
1. Deals With Important Social Issues	76	97.5
2. Helps All Family Members	76	95.0
3. Is a Legitimate Field of Study	73	93.4
4. Has a Clear Philosophy	50	62.5
5. Has an Over-Concentration on Foods and Clothing	49	61.2
6. Has a Promising Future	46	57.4
7. Changes with Technology	45	45.5
8. Has Influence in Urban Settings	36	45.0
9. Serves Rural Population Well	34	42.5
10. Has a Strong Professional Organization	34	42.5
11. Has a Strong Professional Image	30	38.0
12. Is Too Complex[c]	22	27.8
13. Has Too Few People to be Effective	16	20.0
14. Has Too Many Specialties[c]	11	13.7
15. Is Old-Fashioned[c]	4	5.1
16. Is Women's Work[c]	2	2.5

[a] N = 80

[b] Corrected for missing data.

[c] Statements in negative format. Data reversed for comparison.

> *"90% or more of the alumnae strongly agreed that gender bias should be eliminated, classes should be co-educational, computer technology should be included, and home economics education should develop resourcefulness in others."*

The responses varied widely (Table 2). More than 90% of the respondents believed that gender bias should be eliminated, home economics should be coeducational, and student teaching should include junior and senior high school experiences. Fewer than 60% believed that the UNB program satisfactorily addressed these needs. Over 70% of the respondents indicated that the UNB program satisfactorily included content in family living; clothing and textiles; foods and nutrition; and housing and management; and that the program interrelated all areas of home economics. Service occupations was considered to be important content by more than 85% of respondents, while only 26% indicated that the UNB program provided adequate background in this area.

Data from two groups of UNB alumnae were compared: those who were employed as teachers comprised Group 1 (n = 34), and those who were employed in other work comprised Group 2 (n = 24). Correlation coefficients were calculated for each pair of belief statements. The null hypothesis proposing no association between type of work and the university program was evaluated (Table 3).

Correlation coefficients differed significantly for the two employment groups. The teachers (Group 1) indicated significant correlations for

Table 2. Respondents Agreeing or Strongly Agreeing with Belief Statements About Home Economics and the UNB Home Economics Program

General Beliefs About Home Economics		Belief Statements[c]	University Satisfactorily Addressed	
n[a]	Percent[b]	Home Economics Teaching	N[a]	Percent[b]
80	100.0	1. HEc Teachers Need an Education Identity	68	85.0
77	96.2	2. Teacher Educ. Requires Pedagogical Emphasis	48	61.6
74	92.4	3. Teacher Educ. Should Have Non-School Teaching Experience	37	46.2
73	91.0	4. HEc Student Teaching Should Include Jr. and Sr. High Schools	40	50.1
63	78.7	5. Teacher Continuing Educ. Should Be Compulsory	53	66.3
		Home Economics Content		
78	97.5	6. Sex Bias Should be Eliminated in HEc	45	56.3
77	96.3	7. School HEc Should be Co-educational	39	48.7
73	91.2	8. HEc Programs Should Include Computer Technology	0	0.0
72	90.0	9. HEc Educ. Focus Should be Development of Resourcefulness in Others	60	76.0
71	89.8	10. High School HEc Should Offer Service Occupations	21	26.2
70	87.4	11. High School Requirements Should Include a Family Living Course	58	72.5
69	86.3	12. HEc Educators Should Interrelate All HEc Areas	65	81.2
65	81.2	13. University HEc Educ. Programs Need Special Educ. Courses	17	21.5
56	69.9	14. High School Requirements Should Include a Foods & Nutrition Course	76	95.0
45	57.0	15. High School Requirements Should Include a Housing & Family Management Course	60	75.0
14	17.5	16. High School Requirements Should Include a Clothing & Textiles Course	71	88.7

[a] N = 80

[b] Corrected for missing data.

[c] Presented randomly in test instrument, rearranged here to categorize.

only 3 of the 16 belief statements: those pertaining to inclusion of special education and foods and nutrition in home economics programs, and the provision of student teaching experience in both junior and senior high schools.

The other employed (Group 2) indicated significant correlations for 6 of the 16 belief statements: that programs should develop resourcefulness; eliminate gender bias; include computer technology; interrelate all areas of home economics; and include foods and nutrition, and housing and family management.

Conclusions

The University of New Brunswick Home Economics Education alumnae held strong, positive attitudes about some aspects of home economics, including the legitimacy of the field involvement with social issues and helpfulness to all family members. Strong negative attitudes were prevalent for the statements regarding the old-fashioned and feminine nature of home economics. Generally the alumnae held positive attitudes about the activity and future of the home economics profession.

The alumnae agreed or strongly agreed with the issues outlined by the belief statements about home economics content and home economics teachers. In educational settings it was believed that gender bias in home economics should be eliminated and that home economics should be coeducational.

Generally, the attitudes and beliefs held by the UNB alumnae were similar to those held by the NBHAE members who were surveyed, using the same questionnaire (Turnbull & Smith, 1986).

Diversity was evident in the data representing the alumnae's beliefs regarding whether the university curriculum satisfactorily addressed the issues being assessed. However, all of the respondents believed that their university program did not include computer technology, while 95% agreed that foods and nutrition content was dealt with satisfactorily.

Correlation coefficients, calculated for each pair of belief statements, differed in significance based on whether the alumnae were teaching or employed in other jobs. The only commonly held belief among teachers and other employed that had significant correlation was that foods and nutrition should be required in high school programs.

Table 3. Pearson Correlation Coefficients for Alumnae Beliefs About Home Economics Education and the UNB Home Economics Education Program: Teachers and Other Employed

UNB Graduates, Teachers	Belief Statements	UNB Graduates Other Employed
(n = 34)		(n = 24)
0.269	1. HEc Teachers Need an Education Identity	-0.041
-0.055	2. Teacher Educ. Requires Pedagogical Emphasis	0.048
0.038	3. Teacher Educ. Should Have Non-School Teaching Experience	0.040
-0.045**	4. HEc Student Teaching Should Include Jr. and Sr. High Schools	-0.129
0.053	5. Teacher Continuing Educ. Should Be Compulsory	0.158
0.134	6. Sex Bias Should be Eliminated in HEc	0.416*
-0.073	7. School HEc Should be Co-educational	0.272
0.166	8. HEc Programs Should Include Computer Technology	-0.790**
-0.018	9. HEc Educ. Focus Should be Development of Resourcefulness in Others	0.556**
0.136	10. High School HEc Should Offer Service Occupations	-0.139
0.195	11. High School Requirements Should Include a Family Living Course	0.254
0.201	12. HEc Educators Should Interrelate All HEc Areas	-0.368*
-0.293*	13. University HEc Educ. Programs Need Special Educ. Courses	0.241
0.511**	14. High School Requirements Should Include a Foods & Nutrition Course	0.386*
-0.208	15. High School Requirements Should Include a Housing & Family Management Course	0.363*
0.324	16. High School Requirements Should Include a Clothing & Textiles Course	0.136

* $p < .05$ ** $p < .01$

In general, significant correlations for those beliefs, relating to teaching were evident for the teachers (Group 1), while significant correlations for the beliefs relating to content were apparent for the other employed (Group 2).

Recommendations

Many of the directions indicated by the UNB alumnae (1977-1983) are supported by recent societal changes. For example, technology has rapidly become an integral part of life and should be incorporated into all aspects of home economics education. Also, special needs students are increasingly being integrated into public school systems. Therefore all educators should become more informed about special education. Technical Education and Life Skills are compulsory core courses in New Brunswick senior high school programs (NB Department of Education, 1986). University curriculum revisions should reflect such changes to help prepare graduates to be resourceful, responsible educators in an information society.

The alumnae identified a need for more diversified practical experiences such as those in non-school settings at both junior and senior high schools. Academia is challenged to provide experiences which will broaden viewpoints and help to educate professionals who will be flexible and adaptable in a diverse and changing society. The UNB alumnae also expressed a need to eliminate gender bias and to ensure a coeducational home economics experience. Gender concerns should be addressed through active recruitment of male faculty and students into university programs.

The strongly held belief of the need for compulsory continuing education for teaching home economists should be given consideration by universities. In-service education should be offered to help keep professionals abreast of recent advances, and such offerings would also encourage a continuing professional ethic.

The difference in significant correlation coefficients evident among the two employment groups of the alumnae must be considered in university program planning. These data indicate that potential employment venues can be an important factor to consider when setting university curricula for future students.

Future research in university curriculum development may concentrate not only on content but also on practical experiences in undergraduate programs. Also, time and sequence are important factors in applied and diversified programs such as home economics. Should students begin university course work in the basic arts and sciences before concentrating in an applied field? Is it possible to adequately include basic background, home economics content and skills, and related practical experiences in a four-year program? Recent UNB alumnae (1984-87) views on these questions could provide useful guidance along with beliefs and attitudes of alumnae of other post-secondary institutions.

The data presented in this report have provided guidance and direction for curriculum changes currently being considered at UNB. As educators are continually challenged to provide leadership through curricula that is meaningful and relevant, alumni groups can offer substantative assistance in the evolving process of curriculum change. ☐

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Themes for 1989 Issues of Canadian Home Economics Journal

In 1989, the Journal will concentrate on one differing area of Home Economics in each issue. This will allow writers with varied opinions or methods of research to be published together in one issue, providing the readers with a more thorough information resource.

Winter 1989 will focus on the **Clothing and Textile** area of specialization. We encourage readers with innovative methods of clothing construction, new findings in the textiles field, research concerning clothing for various age or socio-economics groups, etc., to seriously consider sharing their findings with the readers of the Journal.

Spring 1989 will be devoted to **Foods and Nutrition** information. We welcome papers on the connection between diet and disease, new foods and/or processes currently in the development stage, new laws and regulations pertaining to the consumer and the food that they consume.

The Summer Issue of the Journal will have as its theme **Housing**. New trends are evolving in the housing field with regards to materials, design, appliances, and health hazards. The historical aspects of housing design would also be of interest to the readers, as would articles on interior design.

The Fall 1989 Issue will be devoted to **Consumer Studies**. New laws and rules that will affect the consumer are of interest, as are studies done for and about the consumer in all fields, such as money lending and grocery shopping.

We also solicit articles of a general nature from the readership. Many times people like to share their thoughts and ideas with others. Use the Journal to this advantage. All submissions will be acknowledged and reviewed. A copy of the Guide for Authors is in the Winter, 1988 issue of the Canadian Home Economics Journal.

The Mission and the Practice of Home Economics

Laura Hargrove

Abstract

The mission of home economics as stated by Brown and Paolucci (1979), is an important consideration for practising home economists. Their mission statement indicates that a home economist's work is enabling families to become more interdependent. Practitioners should be encouraged to evaluate their work to see if it is consistent with the stated mission of their profession.

Résumé

La mission de l'économie familiale telle qu'énoncée par Brown et Paolucci (1979) retient fortement l'attention des praticiens de ce domaine. Cet énoncé précise que le travail du conseiller en économie familiale consiste à permettre aux familles de devenir plus interdépendantes. Il faut inviter les praticiens à évaluer leur travail pour voir s'il respecte la mission confiée à leur profession.

Home economics is seen by many students and professionals as a collection of unrelated areas of specialization grouped together for reasons of historical origin. Many North American institutions are disbanding home economics schools, either completely or at least partially, and renaming the remaining units with catchier titles. These groups appear to have nothing in common. Digging beneath the surface of home economics reveals a common history, including philosophical assumptions, out of which have grown stereotypes, tradition, and professional orientations.

The mission of home economics, although not often articulated, is the philosophical assumption on which home economists should base the orientation and goals of their professional practice (Brown & Paolucci, 1979). It is important that home economists, regardless of their area of specialization, understand both their mission and its effect on their world views because the mission is a metaphor of home economics practice. Therefore, the purpose of this article is to explore some aspects of meaning for the practice of home economics through this field's mission statement.

The Mission in Home Economics

The mission is a statement made by a professional group to reflect its central purpose. Meaning is emphasized to the organization through clarification of the boundaries of the work to be done in the organization and through statement of the central focus of the particular field. The mission statement transcends personal concerns. It clearly states the group's commitment to share values based on the philosophical foundations of the organization. The statement will also reflect the world view, which is a set of presuppositions about the basic make up of the world, to which the group subscribes. Analysis of a mission statement can reveal such implicit beliefs.

The mission of home economics, by Brown and Paolucci (1979), states that the end to which home economists strive is:

> to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead
> (1) to maturing in individual self-formation
> (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them. (p. 23)

They add the following explanation:

> To fulfill this mission, Home Economists engage in the provision of services (directly or indirectly) to families. These services involve the solution of problems of families about what to do in the areas defined by . . . the mission. (p. 23)

This definition of mission, contains references to such concepts as social institutions, social goals, self-formation, co-operation, participation, and family. This statement makes many assumptions. The first is that family is important to society, both as an institution and as an individual unit. It assumes that people both want and need help and also suggests that home economists can provide that help. The mission implies that people are capable of working together and that they are in the process of changing, growing, and developing. Finally, instead of being helpless victims of society, individuals tend to shape society. It follows from these assumptions that social goals can be influenced, changed, determined, and attained by throughtful human action.

Exploration of the Word "Enable"

Language used in any statement reflects the implicit view of that group towards the world on which it acts and with which it interacts. Although it is

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easy to accept the denotative meanings of the words, examination of the choice of words can reveal further meaning. The mission statement indicates that the focus of a home economist's work is the family and the relation of the family to social goals. The verb used to describe a home economist's action is *enable.*

Enable brings to mind several similar words, such as help or assist, but subtle differences in these words have important implications for professional practice. Helping professionals have many choices of ways to go about their work. These forms of practice are related as much to who does them to whom as to what is done. Home economists are committed to meet the needs of the people with whom they work but, *needs* as defined by whom? Needs expressed by the people and needs predetermined by the professional may be quite different. An individual's own personal world view will have bearing on how enable is understood and translated into action. There are two ways of approaching helping as a profession: Practitioners can do things for their clients or they can work with their clients. Either way may be appropriate, but the professional must reflect on and then chose the best approach based on each situation.

The first approach conjures up ideas of a safe, predictable, carefully controlled world. Here, professionals help by providing services which they define and carry out. While this approach can be justified, such helping can be so source-oriented that the receiver remains passive. This tends to lead away from individual self-formation by forgiving the individual from any responsibilities or obligations for self-help and by making people totally dependent upon professionals (Lytle, Watkins, & Stainsby, 1985, p. 57).

The second approach is for the professional to work with people as a co-worker. As colleagues, all members of the group work together: teaching and learning from each other to solve a common problem. Then people grow to be better equipped to solve their problems more independently, if they so choose. They will be encouraged to use their own talents and participate in community action. Charles West (1971) explains this concept using third world development as an example.

> Development itself can only be carried out as persons who are native to the country concerned take charge of it and believe in it. What constitutes development must then emerge from a dialogue in which no participant's sense of what is right and good emerges unchanged and no group's interests are unscathed. (p. 393)

This approach, when enabling becomes a reciprocal process, can lead to some surprising, and at times uncomfortable, results.

Practitioners can approach their profession by saying to themselves: "either people are capable of making enlightened decisions or we, the enlightened, must make decisions for them." In the first case, the professional becomes one of the team. However, the home economist may also see that, in some situations, decisions must be made for people in order to lead them to independence. These forms of practice are quite different from one another. Each is difficult in its own way and each is appropriate in some situations. An important point of enabling then, is that the professional reflects on the choices before action is taken. Thus, the choice of the word enable rather than help or assist is quite significant. Enable assumes the participation of those who are being enabled. At the very least, it requires the consent of those involved. To enable human beings is to give them power to act on their situation and change it, if they so choose. If they do not wish to be empowered, all the practitioner's efforts may be in vain.

Implications for Practice

This interpretation of enable also has ethical implications for professional practice. Dialogue between the enabler and the enabled helps all concerned parties to be aware of possible implications of the action taken. Before acting or even accepting a course of action, an enabler ought to examine the precepts that underlie the action. Questions should be asked, such as "why?", "on what basis?", "for what reason?", "to what end?", and "how will the action affect all interested parties?" If such questions are not addressed, one may be doing a disservice rather than providing a service and benefitting society in a socially responsible manner. Assessing both the short-term and long-range effects of the action is essential. The means by which an intended goal is sought may be contrary to the end sought. One example of this would be the use of terrorist tactics to achieve peace.

If professional home economists are to become enablers, they must reflect on the whole of their profession including the elements of practice, study, and mission. By using reflective practice to sensitize themselves to the possible courses of action, practitioners can begin to approach their work by examining their lives, integrating their professional personae with their individual selves. Through such self critique and reflection on practice, professionals can both find meaning for their own actions and enable participants to begin the same process of critique and study. Thus the process becomes as important asthe goals.

The Family and Social Goals

Returning to the mission statement, it is obvious that the focus of a home economist's enabling action is the family and its relation to social goals. Although one person's family may consist of a sister, mother, father, and grandfather, someone else's family may include step-parents, a nanny, or several children. Family can be seen as a group of individuals thrown together by chance, each shaped by different forces, yet living as a unit. Family as a subject area is somewhat different from the personal perceptions we have as individual participants in family. It is this broader definition of family that is the focus of the mission of home economics.

The concept of family conjures up many ideas: interdependence, security, commitment and sacrifice, a socializing institution. Each person is, in many ways, a product of his or her family, whether positive or negative. The individual is shaped by a collective experience, and is prepared to be part of a community through the family experience. Home economists can therefore, draw upon their life experience for revelation, thus giving richer meaning to their work.

The focus of home economics on the family is the reason for the diversity of the field. At the base of a home economist's study is what is often referred to as the "integrative core": family studies, life span human development, and family resource

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Research Section

Forces Influencing Home Economics Curriculum Changes in British Columbia Secondary Schools, 1912-1985

Jane Thomas and Margaret Arcus

Abstract

This study examined the forces influencing British Columbia home economics curriculum change during the period 1912-1985. An historical analysis of the data using Cuban's theory of curricular determinants supported his belief that broad social, political, and economic movements were the primary forces influencing curriculum change. Of these primary forces, trends in educational philosophy appeared to have the greatest impact on the British Columbia curriculum. Other forces were also of importance, with political-legal decisions effecting more significant change than either groups or individuals. Home economics professionals were found to have played an active role in the process of curriculum change primarily through the actions of groups and individuals. Because these group and individual actions had less apparent influence than political-legal decisions, it is suggested that home economics professionals need to develop appropriate political skills in order to increase their influence over the home economics curriculum.

Résumé

Cette étude a examiné les forces ayant influencé les changements dans le programme d'études en économie familiale en Colombie-Britannique entre 1912 et 1985. Une analyse historique des données utilisant la thérie de Cuban sur les déterminants de programmes d'études a appuyé son idée selon laquelle les vastes mouvements sociaux, politiques et économiques ont été les forces primordiales de changement dans le programme. De ces forces d'importance, des tendances en philosophie éducationnelle ont semblé avoir l'impact le plus fort sur le programme de la Colombie-Britannique. D'autres forces ont également joué un rôle, les décisions politico-légales entraînant des changements plus importants qu'autres groupes ou individus. Les professionnels en économie familiale ont joué un rôle actif dans le processus de changements apportés aux programmes, principalement par l'intermédiaire des action portées par des groupes et individus. Étant donné que l'influence de ces groupes et individus a été apparemment moindre que celle des décisions politico-légales, nous suggérons que les professionnels en économie familiale mettent au point des compétences politiques appropriées en vue d'accroître leur influence sur le programme d'études en économie familiale.

Curriculum and curriculum development are a major focus in most home economics teacher preparation programs as students study curriculum theory, practice writing curriculum, and develop and evaluate curricular materials. This focus is based on the assumption that home economics educators are responsible for the development of school curricula and for ensuring that the aims and purposes of the field are appropriately depicted and implemented (Chamberlain & Kelly, 1981; Fleck, 1980; Hall & Paolucci, 1970).

Recent mandated changes for the home economics curriculum in the province of British Columbia (BC) have challenged this assumption. These changes included a requirement that all senior electives have prerequisites; a consolidation of home economics subject matter into three areas of study (Foods, Clothing, and Home Management); and the elimination of two senior courses (Family Studies; Housing and Interior Design) and their recombination into a new course, Home Management. It was also mandated that the word family not be used in the course title. Because British Columbia home economics educators were not consulted about these changes and were generally opposed to them, questions may be raised about the process of curriculum development and change in British Columbia. What forces have influenced curriculum change in British Columbia historically, and what has been the role of home economics professionals in effecting these changes? These questions provided the impetus to study the forces influencing home economics curriculum change in British Columbia from its inception to the present.

Rationale and Purpose

The forces influencing the emergence of home economics as a profession in North America (e.g., industrialization; urbanization; progressivism) have been well-documented (Buddewig, 1957; Carver, 1979; Kieren, Vaines, & Badir, 1983; Vincenti, 1981), but few studies have focussed specifically on the emergence and evolution of home economics within the context of secondary education. As schooling is

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historically the primary means by which home economics has fulfilled its mission (Vincenti, 1982), study of this dimension of the profession appears worthy of attention. Studies of home economics in educational settings in Canada and in British Columbia have generally been depictions of the chronological development of the field (e.g., Chestnutt, 1975; Irvine, 1975; Lightfoot & Maynard, 1971; Rowles, 1956, 1964), descriptions of the content of curricular documents (English, 1937), or studies of the relationship of home economics to other courses in the public school curriculum (Peterat, 1985). However, little attention appears to have been given to the study of forces which have shaped home economics education.

Although it is assumed that home economics professionals play a significant role in the development of home economics curriculum, concerns have also been expressed that their actions are characterized by reaction and conformity rather than by influence and initiative (e.g., Brown, 1978, 1980; Brown & Paolucci, 1978). A study of the forces influencing home economics curriculum change provides an opportunity to examine the role of home economics educators in this process. As such, it may advance understanding of the profession and contribute to the process of self-examination in which the profession is currently engaged (Vincenti, 1982).

The purposes of this study were:

- to describe the changes that have occurred in home economics curricula in the province of British Columbia from its inception to the present (1912-1985)[1];
- to identify the forces that have influenced these changes; and
- to determine at what point, in what ways, and to what extent home economics professionals in British Columbia have influenced these changes.

"Curriculum" in this study refers to the formal curriculum documents as approved and circulated by the Department (Ministry)[2] of Education, while "curriculum change" is defined as any discernible alterations in these documents.

THESA Curric lab.

Methodology

This study employed an historical mode of inquiry. Such historical research involves the discovery and analysis of documentary records of previous events, their interpretation in the light of some criteria, and generalization from these past events to guide present and/or future behavior (Compton & Hall, 1972).

Documents for this study were located in the provincial archives; libraries at the University of British Columbia, the Vancouver School Board, and the BC Teachers Federation; and records of various provincial home economics associations. Primary sources (i.e., annual reports of the Department/Ministry of Education; annual school board reports; minutes of meetings; curriculum bulletins; provincial programs of study) were examined for references to both general and home economics curriculum change; the development of home economics education in the public schools; changes in educational policies and decision-making processes; and the involvement of home economics professionals and other individuals in curriculum change.

Selected secondary sources used in this study included historical accounts of the development of education and of the home economics profession in North America. Because these developments were not confined to any one province, but were national or international in scope, it was both necessary and appropriate to consult secondary sources to identify these influences.

The data were analyzed using Cuban's theory of curricular determinants (Cuban, 1979). He postulates four categories of curricular influence:

- *Influential social, political, and economic movements* (e.g., industrialization; the progressive education movement), which are generally national or international in scope and which have altered the social and cultural fabric of North America, including the public school curriculum.
- *Political-legal decisions,* including government laws (both federal and provincial), educational policies, and court decisions (i.e., appointing investigations into education; policy decisions about what should be taught in the schools and to whom).
- *Influential groups,* both those internal to education or to home economics (i.e., provincial teachers' groups; various home economics associations) and those external to both education and home economics (i.e., Councils of Women).
- *Influential individuals,* i.e., those who write about, speak about, or otherwise have contact with and input into the curriculum, whether or not these individuals hold a position which carries with it the authority to exert curricular influence.

Because Cuban believes that the greatest impact is exerted by social, political, and economic movements, he identifies these as primary forces. In his view, the remaining three categories are secondary forces which modify, mediate, or translate the primary forces into the school curriculum.

Cuban's theory was selected as the framework for analysis in this study for several reasons. First, it encompasses several curriculum influences, each of which has been identified individually or in various combinations by other writers. Second, Cuban's depiction of broad social, political, and economic movements as an influence is compatible with research concerning the origin and development of the home economics profession in North America. Third, since Cuban's framework includes both groups and individuals, it is appropriate for clarifying the role of home economics professionals in curriculum change.

Limitations

Several limitations of the study should be noted. For example, the term "influence" is problematic in that there may be a temptation to equate correlation with causation. In this study, influences on the curriculum referred to those forces which *appeared* to stimulate or effect curricular change, with no attempt to prove causation.

Some restrictions imposed by Cuban's framework contributed to difficulties in analysis of the data. In particular, his categories were not mutually exclusive. A political decision, for example, might place an individual in a position with potential for exerting influence (e.g., the chair of an educational commission). The framework also appeared not to include those who had the official task to implement political-legal decisions once they had been made. Thus, categorizing governmental departments of education was difficult. Finally, the framework assumes that schools are dominated by the social, political, and economic context of which they are a part.

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[1] While the first formal curriculum document located for this study is dated 1914, both this document and other references indicate that the first formal course outline for home economics in British Columbia was printed by the Department of Education in 1912. Therefore, in this study, 1912 will be considered to be the date of the first home economics curriculum document.

[2] The name of the BC Department of Education became the Ministry of Science, Education, and Technology in 1976.

There were also some limitations to the data. Some primary documents may not have been preserved, and some records of meetings and informal discussions may not have been made or kept. As well, the examination of curricular documents was confined to stated goals, aims and purposes, course names and their intended audiences, and curriculum format.

Results

Before examining the forces influencing home economics curriculum change, it is useful to describe the beginnings of this subject in the province. Home economics was first evident as early as 1895 (BC Department of Education, 1896) in the form of needlework. Cookery was added in 1903, but it was not until 1911 that domestic science for girls was officially placed in the curriculum, to be offered in schools at the discretion of individual school districts (BC Department of Education, 1911, 1914). The first curriculum document, published in 1912, simply listed topics to be covered in the course: needlework; textiles and hygienic clothing; cookery, housewifery; and laundry and home nursing (BC Department of Education, 1914). This document did not include any statement of objectives nor any suggested learning activities. At this time, home economics was intended to prepare girls for their life work (or vocation) of homemaking. Such education could assist in strengthening families, as home training and the early influence of the family were believed by many to be critical in the development of good citizens (Lawr & Gidney, 1973).

Since the publication of this first document, there have been six major revisions to the British Columbia home economics curriculum. In the following discussion, each revision will be identified by its completion date, and will be described briefly before discussing the primary and secondary forces which influenced the revision.

The 1927 Revision

In this first revision, topics were organized into three subject areas — Foods; Clothing; and Home Problems — each with a progressive series of courses to be taken in successive years. Specific aims were formulated for the program, emphasizing home and family life. Content was arranged into units of study for both junior (grades 7-9) and senior (grades 10-12) levels. A course for boys, emphasizing camp cooking and elementary sewing, was introduced in 1928.

Influential social, political, and economic movements. Several events and movements influenced education and home economics education during this period: the end of World I; a postwar surge in industrialism; technological advances; and the progressive education movement (Patterson, 1970; Stamp, 1978). A dramatic increase in high school enrolments, changing requirements for entry into the work force, and increased attention to the role of the school in character building and citizenship training indicated a need for fundamental changes to the traditional academic curriculum and for the provision of a more varied and more practical education for all students (Sanderson, 1924; Stamp, 1978).

Political-legal decisions. In British Columbia, the report of a comprehensive survey of education supported the expansion of the traditional academic program into a broader, more progressive one (Putman & Weir, 1925). Home economics was seen as an important part of this new curriculum because its focus on the family as the building block of society conformed to the ideals of progressive education. Thus it was recommended that home economics be greatly extended and a "thoroughly competent woman" be appointed to organize and direct the subject. Government adoption of the Putman-Weir Report and the appointment of a Provincial Home Economics Director helped to legitimize the subject and provided leadership and direction for its expansion.

Influential groups. The British Columbia Teachers' Federation (BCTF) was an important ally in this development of home economics education and made recommendations on its behalf to the Putman-Weir survey. Although home economics teachers had been meeting in discussion groups since 1906, the BCTF officially recognized home economics as an affiliated subject association in 1919 (BC Teachers' Federation, 1919, 1926). One of the first tasks of this association was the preparation of resolutions concerning home economics training and curriculum (McEwan, 1922). These were endorsed not only by the BCTF, but also by the provincial Parent-Teachers Federation and by several local Councils of Women, and were incorporated into the Putman-Weir Report. Although little opposition to home economics appears in the literature, Putman and Weir (1925) did note that some were opposed to its inclusion in the schools for financial reasons.

Influential individuals. Two individuals were prominent in effecting home economics curriculum change. John Kyle, Provincial Organizer of Technical Education, supported the subject and suggested that it be made compulsory and extended in length in order to secure matriculation standing. Jessie McLenaghen became the first Provincial Supervisor of Home Economics in 1926 and immediately involved teachers in curriculum revision. Her goal was to replace the focus on technical processes with one which emphasized problem solving and the application of theory to practical situations. She also developed a book of recipes for use in the classroom and to stimulate home practice; published a newsletter for teachers; circulated books to them from the home economics library; and made visits to each provincial home economics centre.

The 1937 Revision

This revision retained the focus on home and family and on the vocation of homemaking. Specific reference was made to two of the Cardinal Principles of Education espoused by the progressive education movement: worthy home membership and preparation for a vocation. Home economics was classified as an option for high school matriculation and was designed as a compulsory subject for girls in grades 7 and 8. Objectives for individual units of study were developed; some course names were changed; and the number of courses offered was doubled.

Influential social, political, and economic movements. While the progressive education movement continued to influence Canadian education during the 1930s, the Great Depression hindered its implementation (Lawr & Gidney, 1973; Patterson, 1970). Money was increasingly scarce, and schools were among the first institutions to suffer. However, severe social problems such as poverty, increased unemployment, and an escalating incidence of violence and crime contributed to a renewed interest in the potential of education to reshape the future of Canadian society (Stamp, 1978). High school attendance increased during the 1930s, primarily due to high unemployment, and the rapid emergence of an increasingly heterogeneous school population required that some provision be made for meeting the varied needs of this larger, more diverse group of students.

Political-legal decisions. During this period of economic and social crisis in British Columbia, two enquiries into educational finance were appointed. Although both advocated drastic economies in education, neither was implemented, as it appeared that this would be achieved at the expense of progressive education principles. Two Amendments to the School Act had implications for home economics:

- the age for free school tuition was raised from 15 to 18, thus expanding the potential school population and ensuring a place for practical as well as academic subjects; and
- home economics was made compulsory for girls in grades 7 and 8, indicating that offering the subject no longer depended upon community attitude (BC Department of Education, 1936).

Influential groups. A Central Revision Committee was established by the Department of Education to give direction to a revision of the entire public school curriculum (Weir, 1935). Groups outside the Department were invited to make recommendations, but there is little evidence to indicate which groups responded or how their responses were used. At the height of the Depression, home economics was labeled as a "frill", and was targeted as one area where expenditures could be curbed. Although many centres did close at this time, several local school boards devised alternative means to save money in order to retain the home economics program in the school.

Influential individuals. G.M. Weir, Minister of Education, directed that this revision be in keeping with progressive views of education, and that each subject contribute to the Seven Cardinal Principles of Education (Black, 1935). Traditional academic subjects were retained as the core of the curriculum, but subjects such as home economics were valued for their contribution to these Cardinal Principles and to character development (BC Department of Education 1937). H.B. King, curriculum advisor to the Central Revision Committee, held similar progressive views of education, and endorsed the expansion of home economics in the curriculum. Jessie McLenaghen continued as Provincial Director and helped to ensure that the home economics curriculum reflected the progressive views of education defined for the province. Because she was anxious to establish a link between the school program and the home, she sought parental input into this revision. However, no records of any parental input have been located.

The 1952 Revision

This revision continued to stress preparation for homemaking as its general aim. Course names were changed to better reflect their content; the system for numbering courses was altered; and the number of courses offered increased by one-third. Home economics was designated as a university entrance subject, and was now said to have equal status with academic subjects (BC Department of Education, 1950).

Influential social, political, and economic movements. The economic renewal following the Great Depression resulted in improved economic conditions and a resurgence in the birth rate (Patterson, 1970). Population increases and the increased holding power of the high schools meant that the curriculum needed to be relevant to the diverse needs of large numbers of students. Progressive education principles concerned with citizenship, individual differences, and the development of the whole child continued to be influential, as many looked to the schools as the means to improve "the moral fibre of the country" (Patterson, 1970, p. 382).

Political-legal decisions. In 1946 the British Columbia government adopted the recommendations of the Cameron Inquiry on British Columbia school finance, and undertook yet another curriculum revision. Among changes which benefited home economics at this time were the reorganization of school districts, the improvement of school plants and facilities, the redefinition of high school graduation programs, and the development of majors in subject areas. Students could now major in home economics (an elective subject) and still gain university entrance. Increased electives for students in all programs resulted in the expansion of home economics course offerings. These latter changes helped to accommodate individual differences and facilitated graduation for a greater number of students.

Influential groups. Several groups contributed to home economics curriculum change at this time. The Canadian Education Association (CEA) promoted school district reorganization for both economic and efficiency reasons, and reiterated the need for curriculum differentiation in order to provide for individual differences and to reflect the principles of progressive education (Patterson, 1970). These recommendations apparently influenced the establishment of the Cameron Inquiry in British Columbia. Both the Department of Education, through its Central Revision Committee, and the BCTF continued to support home economics in the secondary school curriculum (BC Department of Education, 1951).

Influential individuals. Considerable input into this revision from home economics groups in the province was coordinated by Bertha Rogers, Provincial Director of Home Economics. Questionnaires were sent to teachers throughout the province concerning a variety of curriculum matters, and were apparently used by Miss Rogers and her home economics revision committee, although the questionnaire input itself cannot be located.

The 1965 Revision

In this revision, the traditional emphasis on preparation for homemaking was expanded to include preparation for the workplace. In larger schools, teaching cafeterias were established to provide work experience in food services. Both boys and girls could enrol in this occupational specialty, but their prerequisites differed (foods and business education courses for boys; foods, textiles, management, and child care courses for girls). No rationale was given for this differentiation. Courses were again revised, renamed, and renumbered, and the previously required Grade 7 courses were eliminated. Home economics lost its classification as a subject leading to university entrance, although credits earned in home economics could still be applied to high school graduation (BC Department of Education, 1967a, 1967b).

Influential social, political, and economic movements. During the 1950s, schools were overcrowded because of population increases and the continued efforts of educators to retain students in school. Industrial and technological advances created a demand for better trained employees and education for work began to dominate the public mind. Two conflicting pressures — the ideal of universal secondary education and the desire for scholastic excellence — resulted in a period of confusion in the Canadian school system (Stevenson, 1970, 1979). Although progressive principles were still widely accepted, a gap between educational rhetoric and educational practice became apparent. Thus the educational community was ripe for change when Sputnik was launched in 1957. Fears of lagging behind in technology emphasized the need for a more academic curriculum (McNeil, 1981), and initiated a period of curriculum reform in North America (Tomkins, 1981a).

Political-legal decisions. In British Columbia, a Royal Commission on Education found the provincial aims of education to be vague and all-encompassing and the curriculum overloaded, with a disproportionate number of elective rather than academic courses. The Commissioners recommended that intellectual development be the primary aim of education and that the curriculum be reorganized to reflect a recognized order of priority in school subjects (Chant, 1960). Home economics was classified as an "outer" subject (one of lesser importance) and lost its university entrance status. Grade 7 was transferred to the elementary schools for both economic and educational reasons and resulted in the loss of all grade 7 home economics courses. The passage of the Federal Technical and Vocational Training Act in 1960 and funding for a vocationally-oriented foods and nutrition stream resulted in a new commercial/vocational emphasis for home economics.

Influential groups. This Royal Commission relied heavily on public opinion in their report (Johnson, 1964). Some groups (i.e., several school boards; the UBC Faculty Association) believed that electives such as home economics detracted from the academic curriculum, while others (i.e., the Vancouver Counsellors Association) believed that it filled a practical need for nonacademic students. The BC Home Economics Teachers Association submitted a brief to the Commission emphasizing the importance of and need for home economics and recommended that both academic and non-academic streams be developed to accommodate those students with varying abilities. The Department of Education had a significant influence on this revision. Not only did the Department appoint the Royal Commission and adopt many of its recommendations, but it also vetoed many recommendations submitted by home economics. Within the Department, the Division of Home Economics supported home economics in the curriculum and directed this revision, but also vetoed many of the recommendations put forward by the newly-named Teachers of Home Economics Specialist Association (THESA).

Influential individuals. Individuals who influenced this curriculum revision included Sperrin Chant, head of the Royal Commission on Education, and Mildred Orr, Jean Campbell, and Jean Irvine, members of the Division of Home Economics. Their contributions have been noted above and will not be further elaborated. If others influenced this curriculum revision, their names do not appear in the documents located for this study.

The 1979 Revision

In this revision, vocational preparation continued to form a part of the aims of the program and two additional dimensions of home and family were introduced: individuals as family members and family-societal interactions. For the first time the entire program was made co-educational. Several new courses were introduced; some course titles were changed to more accurately reflect their content; and the format of the curriculum was altered.

Influential social, political, and economic movements. Education during the 1970s appeared to be influenced by social and political unrest and by movements concerned with human rights and freedoms (Schubert, 1984). These, along with a still-increasing school population, led to the expansion in educational programs and facilities, renewed attention to equal opportunity in education, flexibility in curricular options, and social relevance in education (Stevenson, 1970, 1979; Tomkins, 1981b).

Political-legal decisions. Documents introduced into the British Columbia legislature in 1974 reflected the influential movements of the 1970s and the growing concern that the educational needs of many in the province were not being met. Policies to decentralize curriculum and increase flexibility in student programs were instituted. Amendments to the Public School Act permitted school districts to introduce locally developed courses without formal Department of Education approval. In home economics, two locally developed family life education courses were eventually incorporated into the provincial curriculum revision. Changes in graduation requirements expanded elective subject areas such as home economics, and changes in human rights policies integrated males into all home economics courses.

Influential groups. THESA was instrumental in both advocating change and determining the direction of change. They sought teacher input regarding many curriculum questions and used this input as the basis for a brief submitted to the Department of Education. Many of their recommendations were supported by the BCTF and incorporated into the final curriculum revision, but at least some were vetoed by the Department of Education. For example, the Department would not permit "human development" to be used as a course name in home economics.

Influential individuals. The names of individuals which appeared on documents associated with this curriculum revision were W.B. Naylor and J.R. Meredith of the Department of Education and Jean Campbell and Jean Irvine of the Division of Home Economics. Their influence appeared to stem from the positions each held with respect to curriculum revision and has been noted above. Margaret Murphy, home economics coordinator for the Vancouver School Board, influenced the development of several locally developed courses, including those in family life education which eventually became a part of the provincial curriculum.

The 1985 Revision

This sixth revision is an anomaly in that, although the entire home economics curriculum was due for revision, only one area was targeted for revision. Two senior courses (Family Studies 12 and Housing and Interior Design 12) were eliminated but recombined into a new course (Family Management 12). This new course was a major departure from the more traditional view of home economics as "practical arts" and was generally considered to be more reflective of the mission of the field as stated by Brown and Paolucci (1978). There were no revisions to the general aims, objectives, or format of the entire curriculum or to any junior course.

Influential social, political, and economic movements. During the 1970s, problems associated with declining school enrolments, increasing financial constraints, and an apparent decrease of public confidence in the schools (Stevenson, 1979; Tomkins, 1981b), led to concerns about accountability and back to the basics in North American education. There was a general move toward an increasingly centralized educational system, a renewed emphasis on intellectual skills, and a more overt concern with student achievement. Funding for education became a central issue in educational debates.

Political-legal decisions. The move to a more centralized educational system and the reemphasis on intellectual skills were reflected in several British Columbia political-legal decisions during this time. For example, a core academic curriculum was established in 1975, and graduation requirements for six elective subjects including home economics were revised in 1984. Officials of the Ministry of Education deemed that the number of students graduating from high school was "too high to reflect adequate or appropriate standards" (Overgaard, 1985). Ministry concerns centered on elective subject areas because student achievement in these areas was not provincially assessed as it was in academic subjects. The Ministry mandated that all grade 12 courses must have grade 11 prerequisites, resulting in the course elimination and recombination noted above.

Influential groups. The Ministry of Education was clearly influential in this revision in that it mandated that the changes be made. The Ministry was initially opposed to the use of the word "family" in the new course title (as this might be open to misinterpretation), and strongly urged that "management" be included because of its business connotations (Overgaard, 1985). However, for reasons difficult to determine, negotiations between the Ministry and home economics educators resulted in the retention of the term "family" in the course title. Home economics groups actively involved in this revision were the Home Economics Revision Committee; home economics department heads from the Vancouver secondary schools; and a home economics education ad hoc committee at the University of British Columbia. These groups lobbied to retain a third (i.e., family) stream in home economics; presented alternative names for the new course; and were responsible for the development of this course. It is largely due to the efforts of home economics professionals throughout the province that the family stream was retained in the home economics curriculum.

Influential individuals. The names of several individuals (Eda Favaro, Vancouver School Board Coordinator of Home Economics; Jane Promnitz, home economics educator at the University of British Columbia; and Bob Overgaard, Director, Curriculum Development Branch, Ministry of Education) appeared on documents associated with this revision. The influence of these individuals appeared to be related to their positions and any other influence they might have had is difficult to determine. The names of others who might have contributed to the revision did not appear in the documents examined.

Discussion

According to this historical analysis, there have been four major changes in the home economics curriculum during the period studied. First, the family focus has gradually expanded to include the workplace and the community. This expansion appears to reflect both demands placed upon education in general and changing views of home economics as a field of study.[4] Second, the educational status and perceived relevance of home economics, as reflected in the number of courses offered and in its position with respect to high school graduation and university entrance, has fluctuated. The curriculum expanded from 1912-1952 and again in 1979, and contracted in 1965 and 1985. Third, the curriculum has evolved from a subject primarily for females to one which is coeducational. While some provision was made for male students as early as the first revision, the entire curriculum was not officially open to them until legislation in 1979. Finally, course names and the format of the curriculum have undergone several changes. While these more technical aspects of change are perhaps of lesser importance, they do appear to reflect the influence of educational movements.

Data from this study support Cuban's belief that social, political, and economic movements are the primary forces influencing curriculum change. In particular, alternating cycles of educational progressivism and academic traditionalism have had a major impact on the status and perceived relevance of home economics as a school subject, and have paralleled directly the periods of expansion and contraction in the curriculum. When progressive principles have predominated, home economics has expanded; when the aim of education is intellectual development, home economics has contracted. In British Columbia, the predominant educational philosophy of the time has also apparently mediated the impact of economic conditions. Although some home economics centres were closed during the Great Depression, the curriculum itself was not affected, as this would have been contrary to the predominant progressive educational philosophy. In 1985, however, academic traditionalism coincided with an economic recession and contributed to at least some contraction of the home economics curriculum. The influence

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[3] "The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them." (Brown & Paolucci, 1978, p. 23).

[4] This does not imply that there was consensus concerning the nature of home economics or its family focus, but any differing views which were held were not reflected in the documents examined.

of the predominant educational philosophy was also apparent in each revision, through the statement of aims, the organization of units, and suggestions for learning activities. While few social and political movements emerged as major influences, both World War I and World War II appeared to influence vocationalism in the curriculum, and the move toward co-educational curriculum coincided with the Human Rights Movement. The influence of Sputnik has already been noted.

All three of Cuban's secondary forces appeared to influence curriculum change in British Columbia, but these forces did not have equal influence. Political-legal decisions had the greatest impact, as these decisions defined not only the nature of education, but also the nature of the intended curriculum change and the processes to be followed in making this change. As well, those responsible for these political-legal decisions were in a position to veto the influence of the other secondary forces. This finding suggests that Cuban's framework may need to be modified to reflect three, rather than two, levels of curricular determinants. Although both groups and individuals have had less influence than political-legal decisions, still they were active forces in the process of curriculum change. Most groups identified in the documents were educational or home economics groups, and most named individuals held some position of authority with respect to education or to home economics. Others may have influenced the curriculum, but their influence was not specifically noted in the documents examined.

Home economics professionals were actively involved in home economics curriculum change throughout the period studied. They developed position papers, made formal recommendations, wrote and revised curriculum documents, and undertook other activities to promote their subject in the schools and to ensure that the aims and purposes of home economics were appropriately depicted in the curriculum. However, this considerable curriculum activity occurred primarily through the actions of groups and individuals (the least influential of the forces), and was subject to veto by those who made political-legal decisions. Thus, the formal curriculum revisions did not necessarily reflect the recommendations of home economics professionals.

These findings have implications for the preparation of home economics professionals. If home economists wish to increase their influence over the home economics curriculum, greater attention must be given to the multiple forces which influence curriculum change and to the development of skills in addition to the traditional curriculum-building ones. Apple (1983) has suggested that the next two decades will be characterized by increasing conflict concerning curriculum content and curriculum decision-making. If his prediction is accurate, it is essential that home economics professionals be better prepared to influence more directly the nature of the home economics curriculum in the schools. In particular, political skills such as leadership in public affairs and methods in educational policy would appear to be essential components in the education of home economists. As well, home economics professionals need to gain access to those who hold positions with the capacity for political-legal influence, either through political advocacy, affiliation with groups already holding such positions, or through holding such positions themselves. ☐

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The Mission and Practice of Home Economics, **Laura Hargove** *(continued from page 87)*

management. Consideration of the family in this light leads to an exploration of the family's "near environment." This includes housing, clothing, nutrition, textiles, foods, and design: the study of which gives rise to areas of specialization in home economics (Kieren, Vaines & Badir, 1984). All home economists, regardless of their area of specialization practise with respect to the family. Therefore, it is not just housing, but housing for families with their various needs. It is not merely nutrition, but nutrition for families.

The unity that the mission provides for this diverse profession, with its many knowledge bases, is why home economists can be effective in helping families to form social goals. Discussion with families may indicate some areas important to them which may then lead to the discovery of social goals. If families can be enabled to see their present place in society, they can better anticipate where they would like their society to go. This will allow families to become more active in the shaping of social goals. Once the goals have been identified, action can be taken to achieve them.

Many of those who study the family regret that the functions of the family are being undermined by other social institutions such as the educational system. They contend that the only task which remains for the fmaily is the socialization of children. Professionals working with families could help them consider social goals with this task in mind. One social goal arising from this, for example, might be to provide the next generation with skills appropriate to the future. This is a large task. Whereas a generation or two ago a family could train the children to run the family business, secure in the knowledge that the children could continue to work in a similar fashion, we have now entered a period of rapid social change brought on by advances in technology, which requires skills that the family may not be equipped to pass on: The outcome is uncertain. The prospects for success or failure are evenly balanced. The outcome depends in no small measure on how we define, approach and resolve the contradictions (Yakelovich, 1981, p. 44).

In order to cope with the future, people will need skills which will allow them to adapt to a changing world. It is impossible to predict the future accurately, but through enlightened reflection, using an historical perspective, it may be possible to project certain trends and needs into the forms they are likely to take in the future.

The most useful skills will be those which allow people to be flexible. Such skills are generic, that is not specific to particular sciences or arts. They include learning, reading, thinking, logic, critical thinking, ability to ask questions, communication, and creative response to change. Although many of these skills may be obtained through schools, professionals can encourage families to cultivate these skills in their family activities. Children could be included in the making of decisions that affect their lives and they could be exposed to new adventures. Then they may learn to respond creatively to new situations. In this example, the home economist has enabled the family to determine the goals of adequate anticipatory socialization of their children. They have helped to determine a method of achieving these goals and may enable the family to acquire the necessary skills. This is but one example of a professional's role in social goal formation and realization.

The work of the home economist in this area goes beyond individual family units. Marjorie Brown (1985), a home economist who studies the results of a professional's action, comments:

> My political-moral position is that Home Economics should contribute to a more democratic society. I believe that it can do this in two fundamental ways: 1. by fostering the development of autonomous persons through the concepts, beliefs, and the modes of rationality we promote through the practice of Home Economics. 2. by seeking through political-moral action to revise those practices of social institutions which are the source of concerns or difficulties in the family and which are obstacles to autonomous thought and autonomous action by adults who are citizens as well as family members. (p. 39)

Clearly, she feels the forms our professional practice can take have an effect on society. Because the social goals identified through work with the family become the goals of the society at large, the home economist has a great responsibility for the future well-being of humanity.

continued on page 97

Doris Badir

On the Job

Profile of a Home Economist as a Contributing Professional

Doris Badir

Growing up in a small town with parents who had a strong sense of civic responsibility taught me, I suppose, that being a part of a community meant contributing to that community. At any rate, it never occurred to me that I need not participate in a variety of organizations as I entered my professional career. It was natural and important to participate in the activities of my professional associations and to support them with my membership when active participation was not possible. The opportunities which association with other professionals provided for exchange of ideas about common goals and interests, as well as for developing important collegial ties and long-lasting friendships, are well known to most members of CHEA. It does not take one long to recognize that, if one wants the groups with which one associates to be thriving and active and making a contribution to the welfare of our society, one has to be involved in these groups, one has to be participating actively in helping them to achieve their aims.

I had been a paying member of the International Federation for Home Economics for a number of years when the Federation met for its thirteenth Congress in Ottawa in 1976. At that time I was President of CHEA and officially welcomed the members of IFHE to Canada. It was there I met, for the first time, a number of women from Europe, the U.K. and other parts of the world who were engaged in developing and promoting the home economics profession. I had long had an interest in issues in the Third World. I had learned, through my experiences in Egypt, that home economics, with its focus on the more humble activities of everyday life and its assertion that the effective management of the resources available to any homemaker, could be a very important force in Third World development. It did not take long then to decide, when I was approached in 1981, that I would allow my name to be presented for nomination for Vice-President (Americas Region) of the International Federation for Home Economics.

My first meetings were in Strasbourg, France in July 1982. Everything was unfamiliar, not just France, but the ways in which business was conducted; the necessity for simultaneous translation because people needed to communicate in the language most familiar to them; the many different approaches to subject matter areas in home economics and the whole complicated organization of IFHE.

By January of the following year I had familiarized myself sufficiently that a niche had been found for me to assist with the programme for the Congress to be held in Oslo in 1984. I had also become very concerned about the shaky financial base from which IFHE was operating. Moreover I had discovered ever-broadening and warm friendships with people from all over the world. I was hooked.

When we met in Oslo in 1984 not only was I thoroughly caught up in the administrative detail of a complex international organization, I was enthralled with the panorama of opportunities for sharing ideas and programmes for home economics among colleagues who taught in universities as I did; for working with United Nations organizations and other international non-governmental organizations on issues related to women and families, and food security, and pure water supply and alleviation of poverty, and many other conditions related to quality of life in the world; for the study of ways in which home economics is organized and practiced around the world; for the challenge which organizing international organization presented.

Doris Badir has a BSc (HEc) from the University of Manitoba; MSc (Ed) from Syracuse University; MSc (Econ) University of London, London School of Economics. She is currently Equity Advisor to the President of the University of Alberta.

The latter is particularly fascinating for one quickly finds that the ways of conducting meetings, managing money, organizing conferences, even inviting speakers, take on whole new meanings when people from several different cultures meet to make decisions.

The reader, by now, will understand why it was not difficult to persuade me in 1986 to take on an eight year commitment to IFHE, a commitment to be President-Elect for two years, President for four, and Past President for two more. I had found a professional milieu to which I felt a responsibility and from which I was receiving an enriching and fulfilling experience.

The commitment to the presidency of IFHE involves having the responsibility of developing the programme for the next International Congress. Thus, since July of 1986, I have been involved in the development of the theme for the sixteenth Congress: *Health for All: The Role of Home Economics*. This Congress is being arranged by the American Home Economics Association and will be held in Minneapolis July 25-29, 1988. We will be having several world renowned speakers to speak to the theme and we are having in addition, some seventy-five home economists from around the world to give us their perspectives on various topics related to the theme. There will be opportunities to listen to research reports from home economists from all over the world, and to discuss with these researchers the implications of their work. Moreover, in the myriad of social and recreational activities arranged by AHEA there will be the opportunity to mingle with home economists from Asia, Africa, South America, Europe, and the South Pacific. There will be exhibits, book fairs, international markets, and the buzz and hum of interchange in six or eight different languages.

The commitment as President to an international non-governmental organization involves the leadership of home economists from five regions of the world to work with other non-governmental organizations and within the framework of the United Nations on a number of important world issues. IFHE has liaison with FAO, UNESCO, UNICEF, UNFPA and WHO. We frequently consult with and prepare briefs on Women in Development, Family Planning, Food Security, Appropriate Technology, Nutrition, and Family Life Education. We have made contributions to the Year of the Child, The Year of the Homeless, the Decade Conference for Women, and currently we are beginning to plan for a major contribution to a Year for Families. In planning for the latter it is my hope that the various committees of IFHE will develop projects which can be carried out during my term of office which will demonstrate the expertise and skill of home economics with respect to families and their near environment. It is my hope that we will have several projects and/or briefs to present to interested government and non-governmental bodies in 1992.

A professional association must always work in two directions. On the one hand it must be presenting, constantly, its collective professional opinion in its areas of competence, to the society within which it is embedded. On the other hand it must continually be aware of the necessity of providing a vehicle for the professional development of its members. A professional association, however, cannot exist if its members are not prepared to commit themselves to this two directional effort. The association can never be any more than its member make it.

While a certain amount of prestige and glory have come to me in my professional life and while I cannot pretend that this is a payoff which I have not enjoyed, I believe that it is a payoff which can be shared with many others who are willing to share in the work and excitement of participation in home economics at the international level. I look forward to sharing with Canadian colleagues in IFHE.

The Mission and the Practice of Home Economics, Laura Hargrove *(Concluded from page 95)*

The future is uncertain. Nevertheless, there is hope for all of us if we plant in ourselves a belief that people can make a difference both through participating in the preparation for the future and in determining certain aspects of that future. Home economists can make a difference through their work with families and individuals.

Conclusion

The mission statement indicates that the focus of a home economist's work is the family and its relationship to social goals. In order to meet their responsibilities and commitments to their work, home economists enable families to help themselves. The mission statement, through the word enable and its focus on the family, gives cohesion to the profession of home economics. Throughout their life's careers, home economists may hold many jobs but their work will be an outward expression of their inner commitment to the values they have expoused. The mission will be a common theme with different meaning for individuals at different times. It may become a stabilizing force for a young profession.

This analysis of meaning for practice of home economics through examination of the mission statement is by no means exhaustive. The exploration has just begun. Further analysis of the mission's language will suggest forms which a professional's work with families may take and will suggest meaning for those forms. All home economists should be encouraged to consider the mission and its implications for their work. ☐

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Book Reviews

If you are interested in reviewing a book, please contact the Book Review Editor, stating your area of interest. A complimentary book which may be kept will be sent to you for review.

Book Review Editor
Nancy J. Trowbridge
343 Iler Ave.,
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Professional Development in Home Economics: Careers Serving Families and Consumers by Elizabeth L. Kendall and George B. Sproles. (1987). New York; MacMillan Publishing Company, 420 pages.

Recent curriculum revisions in secondary schools include career education units. Many colleges of home economics provide either an orientation course or a professional development course. Kendall and Sproles have written a book which would be a good teacher reference for secondary school or a student textbook for the college level.

Not only are the career opportunities related to families and consumers described, but questions such as job seeking strategies, resumes, job interviews, career entry behavior, and successful management of stress and time are dealt with. A time line from past to present to future is used to briefly review the history of philosophy of the home economics profession.

Kendall and Sproles are professors at the University of Arizona, so the content is American. For example, names and addresses of 215 professional organizations are listed in the appendix. Although some are international organizations the addresses are all in the United States.

The organization of the section on career choices is according to: Arts and Sciences, Business, Education and Extension, Human Services, Government and Public Policy. Each chapter is illustrated by at least one photograph of persons working in the field discussed.

The content of each chapter is extended by providing summaries, exercises, review questions, and an extensive bibliography.

In addition to all the above, current career development problems, such as networking mentors, stress, time management, and the leadership of women are discussed concisely.

Reviewed by:
Wanda Young, PhD
Professor, University of Saskatchewan
Saskatoon

The Infant Mind by Richard M. Reslak, M.D. (1986). New York: Doubleday and Company, Inc., 274 pages; hardcover.

What a fascinating book on the study and the latest discoveries about the development of the baby's mind.

Did you know . . . neurons forming in a developing human brain generate at an average rate of 250,000 per minute? The fetal brain decreases in comparative size as the mother's pregnancy advances? One seventh of a newborn's body weight is brain?

The author investigates the recent discoveries in infant brain and behavioural research and comes up with information as startling as it is significant. Exploring the changing attitudes toward what is important for a baby's physical and emotional development. The intent of this book is to relate behaviour to what is known about the human brain, the fetal and infant human brain, specifically.

Dr. Restak says, "that at every moment of every life the brain reflects the demands that are made on it by the environment in which that brain finds itself. Breathing and movement patterns can be observed in the womb before birth via suitable technological probes. These observations correlate with breathing and movement patterns in newborns. Such comparisons provide a surprise: the fetus isn't merely practicing for what will come later. Rather, the fetus is perfectly adapted to life within the womb. As the environment changes, the brain changes. The fetal brain merges into an infant brain, which merges into an adult brain. Most fascinating of all, this transition isn't incremental: the infant brain is perfectly adapted to the world of the infant."

The Infant Mind is a mixture of facts known, speculations, mystery, pondering, and finally, experimental research aimed at arriving at additional facts or at least additonal leads about what avenues of research promise to tell the most about the baby's brain.

A highly readable and authoritative book and valuable for anyone who wishes to know more about the findings on unborn versus learned behaviour; the effect of fetal movements on future infant activity; the crucial roles of touching, eye contact, the human voice and love play in the attachment process; and much more. *The Infant Mind* would be useful for resource reading for anyone teaching Child Development.

Very good notes are used as a bibliography to provide reference material.

Reviewed by:
Sue Goerzen, MSc
Associate Professor
University of Windsor
Windsor, ON

Life Skills: Personal and Home Management: by Connie Sasse, Anne Hagy, Tybe Kahn, Jeanne Brinkley. (1987). Mission Hills, CA; Glencoe Publising Co., text 456 pages. Teacher's resource guide 203 pages, student workbook 136 pages.

Life Skills: Personal and Home Management is intended to be a comprehensive life skills program, containing a textbook, a student workbook, and a teacher's resource guide. It is targeted to advanced home management classes and is designed "to help students learn to organize and to cope with the ever-changing complex world in which they live." The management process is the foundation on which the program is developed.

The life skills approach to the traditional home management content is an appropriate change in emphasis to focus on personal development and the family relationship perspective. The six areas of content are relationships and family living, child development and parenting, resource management, clothing and textiles, foods and nutrition, and housing. The presentation and organization of the text (as well as the teacher's resource guide and the student workbook) is logical and appealing. Strengths include the career features, the questions and applications in every chapter. The text contains many colourful illustrations, examples, and useful, logically developed information.

The focus is on "understanding yourself, the management process, and what makes good relationships". There isn't a consistent approach throughout its content and the text switches from a relationship approach in its opening chapters to a traditional orientation in the areas of foods and nutrition, and clothing and textiles. There is little integration of the subtleties and complexities of the human factors involved in managing family resources and relationships except in a sketchy, somewhat prescriptive way. It is a traditional approach in the new guise of 'life skills'. The American content, particularly in the area of consumer information (i.e. banking systems, legislation etc.), makes sections irrelevant to the Canadian context.

This program couldn't be adopted in its entirety. But, it would be a useful reference for both students and teachers in conjunction with other program materials. The teacher's resource guide contains worthwhile and easily adapted curriculum planning tools, and the student workbook readily useable activities and assignments. Some sections of the program could be adapted to high school family studies, life skills, modern living, home economics, guidance, and social science programs.

Reviewed by:
Diana Smith, BSc(HEc), Prof Dipl (Ed)
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Design Your Own Vitamin and Mineral Program by Shari Lieberman, M.A., L.D., and Nancy Bruning. (1987). Garden City, N.Y.; Doubleday and Company Inc., 247 pages, $12.95.

Design Your Own Vitamin and Mineral Program acknowledges the redefinition of health as not just the absence of disease, but optimum physical and mental well-being. Shari Lieberman, a Registered Dietitian writes from the viewpoint that the U.S. government-established RDAs are not high enough for many people and that amounts in excess of the RDAs can be preventive, therapeutic and safe. She calls these excess amounts the Optimum Daily Allowance (ODA), a dosage range based on the latest reliable scientific data that have been fully referenced.

Lieberman provides a comprehensive compilation of information on all the vitamins and minerals and includes a "quick reference chart", worksheet, and shopping list at the end of the book that aid in plotting out the program.

This book, designed for the layperson, provides all the guidelines and information necessary to use these ODAs to create a personalized program that is tailormade to an individual's needs. It is a very useful tool for practitioners who are not trained in nutrition and an easy-reading guidebook for the experts.

Reviewed by:
Janet A. Butters, BAA
Ryerson, 1986 FNCFS
Toronto, ON

Visual Design in Dress by Davis, Marian L. (1987, 2nd edition). Englewood Cliffs; Prentice-Hall, Inc., 314 pages; 29.95.

Marian L. Davis presents a 1987 revised edition of her 1980 *Visual Design in Dress*. This second edition includes updated photographs and bibliography, and more illustrations.

The main focus is on basic design elements and principles, and how these can be related to apparel design and selection. The clothing examples chosen emphasize application of the design principles and elements with an understanding of social, cultural, and historical contexts. The selection of examples from a variety of cultural, and particularly historical, contexts results in a book which is less likely to be considered out-dated in the near future. A fourteen page glossary and a bibliography are included.

The author suggests that this book is a suitable reference for clothing design students, personal appearance consultants, and individuals interested in using clothing to create a certain look. This book is easy to read and interpret, and would be appropriate for the audience suggested by the author.

Reviewed by:
Susan Horvath, MSc
Assistant Professor
Brescia College, London, ON

Fit to Eat: Wholesome, Nutritious & Economical Recipes for Active People by Ann Budge. (1986). Edmonton, AB: Hurtig Publishers, 290 pages; soft cover (spiral bound), $14.95.

Fit to Eat is a new, expanded version of a book originally published for the Canadian Orienteering Federation (See review *CHEJ*, 34(4), Fall 1984, 221). Many of the over 450 recipes are favorite dishes of members of the Federation. Attention has been spent on minimizing the use of processed foods, sugar, and fat in the recipes and most are economical, short, and simple. Traditional food items are used as well as newly popular or unusual foods. The standard sub-sections of recipe books are included plus three sections on meatless dishes, and individual sections on "Day Starters" and "Trail Foods". The book includes an excellent index.

There is a brief section entitled "Nutritional Notes" including a copy of Canada's Food Guide. The message of this section is: "Canada's Food Guide is an excellent basis for selecting foods for all ages, whatever your activity level".

The only drawback to the book is that it uses only Imperial measurements. This will limit its use by younger individuals who only understand Metric measurement.

Even though *Fit to Eat* has been designed especially for active people, it contains something for everyone.

Reviewed by:
Barbara Baczynsky
Free-lance Home Economist
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Abstracts of Current Literature

Family and Consumer Studies

Factors associated with changes in visiting between grandmothers and grandchildren following an adult child's marriage breakdown

Gladstone, James W., (1987)
Canadian Journal on Aging, 6(2), 117-127.

This Canadian study was conducted to examine the contact that grandmothers have with their grandchild after a separation or divorce of the adult child. The sample consisted of 46 grandmothers, between the ages of 44 and 78 years of age. The frequency of contact between the grandmothers and grandchildren had changed since the marriage breakdown. The grandchildren referred to were all age 12 or younger. The data was collected by personal interviews. The grandmothers were asked questions regarding their last visit with their grandchild.

Factors that brought about an increase in the visits between the grandmothers and grandchildren after the breakdown were geographic mobility, appeal of the grandmother's home, employment status of adult child, and the absence of the child-in-law. Factors that decreased the visits were unresolved conflicts and difficulty re-negotiating relationships. The parents of the custodial child saw the grandchildren more often. However, the parents of the noncustodial child also saw their grandchildren more often when the adult child exercised the visiting rights. In both instances, the grandparents are an important resource.

The marriage breakdown affects each generation and family counselling was suggested as an aid that grandparents and parents can use to reduce stress and resolve any conflict.

An evaluation of color preference in early infancy

Adams, Russell J., (1987)
Infant Behavior and Development, 10, 143-150.

This experiment examined the development of colour preference of newborns, 1 and 3 month old infants. Their responses were compared to those of adults. The sample consisted of 3 groups of 20 infants and one group of 20 adults. The stimuli were 4 chromatic squares of blue, green, yellow, and red, and 1 achromatic square, gray. The stimuli were shown at 2 luminances.

The infants were placed in front of a screen and the infant's fixation time on the stimulus was recorded for each of the 10 stimuli. When the infant looked away, the test for that stimulus ended. The adults saw the stimuli as well, for 5 seconds and rated the pleasantness of the colour on a scale.

Only the newborns preferred a lower luminance, while the other groups indicated no preference. Most of the subjects preferred chromatic stimuli over achromatic. The adults preferred looking at the blue and green, representing the short-wavelength chroma, while the 3-month-olds preferred the long-wavelength chroma, as in red and yellow. It is difficult to compare the infants' and the adults' looking times, because the adults rated the pleasantness of the colour and the infants may have looked because of its novelty or familiarity. Although newborns and 1 month olds seem to prefer chromatic stimuli, they do not differentially respond among the chroma until 3 months old.

Single parents, stepparents and the susceptibility of adolescents to antisocial peer pressure

Steinberg, Laurence, (1987)
Child Development, 58, 269,275.

In this study, adolescents from three family structures were compared with regard to their susceptibility to peer pressure to engage in deviant activity. The three family structures are adolescents living with both natural parents, those with their mother alone, and those living with one natural parent and the other a stepparent. The comparisons controlled for sex, age, socioeconomic backgrounds, and the patterns of family decision making. The sample consisted of 865 adolescents. Data was collected by way of a questionnaire, which was related to family and peer relations, and other issues.

The results indicated that family structure had an impact on the adolescents' susceptibility to peer pressure. In the homes where both biological parents were present, the adolescents were less susceptible to peer pressure than those adolescents from nonintact homes. The results did not prove that an additional adult can deter an adolescents' misbehavior, but that a biological parent has a greater effect on youths, than does a stepparent. Those adolescent living in stepfamilies are equally at risk as those living in a single-parent family to deviant behavior.

The consequences of being overweight: A controlled study of gender differences

Stake, Jane, & Lauer, Monica L., (1987)
Sex Roles, 17(1/2), 31-47.

This study was conducted to clarify the effects that body weight has on the quality of life in both men and women. The study reflects the self-attitudes of men and women, the effect of sex, and the reactions of those around them. The sample consisted of 44 women and 40 men. The subjects completed a questionnaire, involving several measures. Their actual height and weight were recorded. The questionnaires measured ideal body size, self-attitudes, social consequences, and concern with body size.

The results indicated that being overweight had a more negative effect on women than it did on men. The normal-weight subjects preferred women below the ideal weight and men slightly above the ideal weight. The overweight subjects rated ideal as above the average weight for both men and women. Weight had an effect on women's dating status but not in men's. Overweight women had fewer dates, had more criticism from parents and peers, and were less satisfied with their body size. These results were not found in male subjects. The subjects rated themselves on 19 body parts. Overweight women rated themselves as less attractive than did average weight women. The weight of the men had little bearing on their self-ratings. Overweight women were likely to have recently dieted and used less effective methods and to have chosen clothing that made them look thinner. Men, however, did not indicate either of these tendencies.

The body size of over and average weight women had a greater impact on the quality of their lives, than it did for men of similar body sizes.

Supplementary listing of articles

Mothers-in-law and daughters-in-law: The effects of proximity on conflict and stress. Marotz-Baden, Ramona; & Cowan, Deane, (1987) *Family Relations*, 36, 385-390.

Premarital cohabitation and marital stability in Canada. White, James M., (1987) *Journal of Marriage and the Family*, 49, 641-647.

An examination of the early impact of bereavement on psychological distress in survivors of suicide. Farberow, Norman L., Gallagher, Dolores E., Gilewski, Michael J., & Thompson, Larry W. (1987) *The Gerontologist*, 27(5), 592-598.

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Child's age and mother's employment in relation to greater use of self-care arrangements for children. Rodman, Hyman; & Pratto, David J., (1987) *Journal of Marriage and the Family*, 49(3), 573-578.

Reviewed by
Linda Brefka
University of Windsor

Clothing and Textiles

Fashionable versus out-of-date clothing and interpersonal distance

Workman, Jane. (1987)
Clothing and Textiles Research Journal, 5(3), 31-34.

This study was based on the affiliative conflict theory, which states that interpersonal situations involve avoidance tendencies induced by the presence and characteristics of others. The purpose of this research was to show that clothing is a variable affecting interpersonal distance in social interaction. It was hypothesized that clothing reflecting current fashions would result in closer interpersonal distances than clothing which was out of date.

In a repeated measures design, five figure drawings varying in fashionability of jeans, were presented to 60 college-aged female subjects. Jean styles depicted spanned 15 years and were determined by studying back issues of popular magazines. Subjects were instructed to assume the figures represented individuals they knew and to draw stick characters, representing themselves, at distances from the figures at which they would feel most comfortable. Multivariate analysis of data indicated that fashionability of clothing was a factor in interpersonal distance in social interactions. It was also proven that distance from the most fashionable figures was significantly less than distance from the least fashionable figures. This study suggests these results are limited in their generalizability and that additional study of interpersonal distance and characteristics and actions of others eliciting avoidance reaction should be pursued.

Perceived fashionability of a garment as inferred from the age and body type of the wearer

Clayton, R., Lennon, S., & Larkin, J. (1987)
Home Economics Research Journal, 15(4) 237-446.

The Implicit Personality Theory states that individuals will make judgments of others based on visible cues in the absence of other information. Based on this theory, research was conducted to examine the effects of body type and age of an individual as well as the currency of fashion detail worn by that individual on the perceived fashionability of the garment.

College-aged female respondents (N=90) rated the fashionability of six garments, three suits and three dresses, that varied in fashionability. Models wearing the garments represented three age levels: 18-25; 26-35; 45-55; and three body types: ectomorphic; mesomorphic; endomorphic. The garments were rated on a series of seven-point, unipolar adjective trait scales. Analysis of data indicated that respondents used cues provided by the model's age and body type as well as fashionability of garment detail when making a judgment of garment fashionability. In the past, research has found that judgments of an individual may be affected by clothing characteristics. The results of this study suggest the inverse may also be true.

Documentation and analysis of dated Victorian crazy quilts

Jung, K., & Paoletti, J. (1987)
Clothing and Textiles Research Journal, 5(3), 18-24.

Theories have suggested that as the popularity of crazy patchwork quilts declined in the late nineteenth century, their decorative features also declined in quantity and quality. The purpose of this study was to document and analyze different decorative features of dated Victorian quilts in order to determine characteristics of the crazy quilt fad. It was hypothesized that the Victorian crazy quilt went through a series of changes after its introduction.

Using an adaptation of content analysis called form analysis, 37 dated Victorian quilts were analyzed. Quilts were located through antique dealers, word of mouth, and replies from a letter published in a national quilting magazine requesting dated quilts. Quantitative data on decorative features was gathered. Results indicated there was a difference in the types and number of decorative features of Victorian era quilts, depending on their date of execution. These findings supported the theory that the crazy quilt fad faded in popularity after its introduction. Deviations from the popular form of the crazy quilt did not occur until after the fad had lost its mass appeal. It was suggested that due to the limited number of samples studied and the geographical and financial limits encountered during this research project, a co-ordinated system of historic research procedures at a national level should be initiated.

Detergency study: Distribution of natural soils on shirt collars

Obendorf, S., & Webb, J. (1987)
Textile Research Institute, 57(10) 557-563.

Much work has been done to characterize the deposition and levels of soil on laboratory soiled specimens. The purpose of this study is to characterize the distribution and levels of soil on fibers of washed and unwashed naturally soiled collar samples. Seven naturally soiled polyester/cotton blend shirt collars were obtained from individuals who had worn them as clothing. One-half of each collar was washed with a load of naturally soiled laundry using a 0.2% concentration of powdered detergent. Photographs of soiled collars were taken before and after washing.

Microscopical analysis of longitudinal yarns and their cross sections revealed a high degree of soil variability. Soil particle size, geometry, chemical composition, and distribution varied widely. Magnification of these yarns revealed fiber morphology did not influence the locus of soil on yarn surface but did influence the distribution of oil. Oily soil was observed on polyester and cotton fiber surfaces, interfiber spaces between yarns, and between fibers and fiber crossover, as well as in crenulation and secondary walls, and lumen of cotton fibers. Despite the greater variability in soil types and soiling levels existing on naturally soiled fibers, the distribution was similar to the distribution of residual soils found on laboratory soiled fabrics.

Supplementary listing of articles

Consumer use of label information in rulings of clothing quality and clothing fashionability. Davis, L. (1987). *Clothing and Textiles Research Journal*, 6(1), 8-15.

The effect of finishing on the mechanical and thermal properties of wool fabrics. Part I: The properties of piece-dyed fabrics. DeBoos, A. (1987). *Journal of the Society of Dyers and Colourists*1 103, 350-356.

The insertion of "twist" into yarns by means of air-jets. Part I: An experimental study of air-jet openings. Grosberg, P., & Woxenham, M. (1987). *Journal of Textile Institute*, 78(3), 189-203.

Factors affecting the air resistance of nonwoven needle-punched fabrics. Atwal, M. (1986). *Textile Research Journal*, 57(10), 574-579.

Peasant knitting in Europe. A framework for research. Turnau, I., (1986). Textile History, 17(2), 167-181.

Degradation of swimwear fabrics: Effects of light, seawater, and chlorine. Epps, H. (1987). *Clothing and Textiles Research Journal*, 5(2), 28-33.

Reviewed by
Sheri McBride, BA

Food and Nutrition

Adults' attitudes about attending classes on healthy eating

Crockett, S.J. (1987)
Journal of Nutrition Education, 19, 101-103.

This study was conducted to identify beliefs and motivations that influence adults to attend nutrition education classes. Seventy subjects, 36 males and 34 females, from two service clubs were questioned. The average age of subjects was 51.7 years with an average educational level of 4 years of college. Responses to questions assessing intentions, beliefs, and evaluation of consequences, consisted of a seven-point scale.

Of the 70 subjects, 40 indicated their intention to attend a class on healthy eating, 6 were neutral, and 24 indicated they did not intend to attend a class. Significant differences were found between the beliefs and evaluations of intenders and nonintenders. Intenders felt more strongly that they would learn about eating patterns that could delay or prevent disease and that his learning would be perceived as positive. As well, intenders felt more strongly that attending a class on healthy eating would help them learn to make better informed food choices. Intenders and nonintenders felt that such a class would make them feel guilty about eating favoured foods. Nonintenders, however, felt more strongly that these guilt feelings would be bad.

The author stressed the importance of conveying the message that those who attend classes will not be made to feel guilty about their usual food intakes. It was also noted that correlations between attitude scores and class attendance would strengthen future studies.

Alcohol and body weight in United States adults.

Williamson, D.F., Foreman, M.R., Binkin, N.J., Gentry, E.M., Remington, P.L. and Trowbridge, F.L. (1987)
American Journal of Public Health, 77, 1324-1330

The association between alcohol intake and body weight was examined using two sets of cross-sectional data, the Second National Health and Nutrition Survey (NHANESII) and the Behavioral risk Factor Surveys (BRFS). The sample of adults over 18 years of age consisted of 10,929 (5,265 men, 5,664 women) from NHANESII and 18,388 (8,110 men, 10,278 women) from BFRS. Respondents were classified into one of five categories according to the frequency of alcohol consumption. These categories were none, less than 1 drink per week, 1-6 drinks per week, 7-13 drinks per week, and 14 or more drinks per week.

The average effect of smoking lowered body weight in women by about 2 kg in both surveys. The average effect of drinking lowered body weight by 2.2 and 2.1 kg in the two surveys. Analyses indicated that almost 45% of the difference in body weight between women smokers and the referent group could be attributed to alcohol. For women who consumed less than 14 drinks per week, there was some evidence of a dose-response of alcohol on body weight. An equivalent effect did not appear in men. It is possible that the type of alcohol consumed may account for some of this sex difference.

Suggested mechanisms to explain the differences in body weight between drinkers and nondrinkers are briefly outlined. The authors conclude that in the U.S. adult population, alcohol has a substantial independent association with lower body weight in women, and that the effect of alcohol is similar in magnitude to the independent effect of smoking.

Breastfeeding among Canadian Indians on-reserve and women in the Yukon and N.W.T.

Stewart, P.J. and Steckle, J. (1987)
Canadian Journal of Public Health, 78, 255-261.

A 1983 longitudinal study of Indian and Inuit feeding practices from birth to six months is described in this report.

All regions of Canada except Quebec participated in the study. Data was gathered by nurses or Community Health Representatives using a one-page form developed and tested by Medical Services Branch of the National Department of Health and Welfare for 5125 babies. Of these, 76% were Indian, 9% were Inuit, 2% were Metis and 12% were non-native babies from the Yukon and N.W.T. Participating women showed high proportions of teenage Indian and Inuit mothers (26% and 22%), Indian babies over 4 kg (22%) and Inuit babies under 3 kg (26%).

Breastfeeding was initiated by 62.75 of Indian mothers with 42.4% continuing for three months and 30.4% for six months. The proportion of Indian women who continued to breastfeed for six months was almost doubled between 1962 and 1983. Of Inuit women keeping their babies, 88.9% initiated breastfeeding. due to high adoption rates, though, only 70.7% of Inuit babies were breastfed with 68% continuing for six months. In the N.W.T., 65% of the Metis babies were breastfed at birth, 46.1% at three months and 20% at six months. The highest breastfeeding rates were seen with the non-native babies where 87% were breastfed at birth. However, only 60% continued for six months.

While the overall breastfeeding rates were higher than in earlier surveys, the rates were lower than those of non-native women in all regions. As well, several areas had rates much lower than the averages reported here. The authors called for health promotion programs that will encourage further increases in the rate and duration of breastfeeding for all ethnic groups.

Impacts of a prenatal program for Native women.

Glor, E.D. (1987)
Canadian Journal of Public Health, 78, 249-254.

This paper examines the prenatal program operated through the Regina Native Women's Association (RNWA). The program, which sought to inform, change behavior where necessary, and impact on pregnancy outcome variables, was available to all Native women (Status Indians, Non-Status Indians, Metis).

In the first two years, the program served a total of 98 clients. This group showed higher than average risk of delivering a low birth weight infant due to a greater proportion of young, single, primagravida, smoking women of low socioeconomic status.

More women obtained prenatal information after the program began, with the 98 clients served being 8 times the number that usually attended prenatal classes over a two year period. All women visited their physicians, with only 5% visiting them late in pregnancy. Of the 98 women, 51% smoked, which is higher than the 39% rate of the average population. Diet of program participants was assessed in each trimester. Women counselled early in their pregnancy were significantly more likely to have excellent diets than those counselled late. RNWA women breastfed at a rate comparable to Saskatchewan reserve Indians.

Mean weight gain for the 32 women with complete records was 11.7 ± 4.9 kg. A higher than average proportion of the group gained less than 9.5 kg. RNWA mean birth weight was 3302 ± 488 g, with the proportion of births below 3000 g being significantly worse than the results in the National Database on breastfeeding. Both low weight gain and smoking were significant indicators for birthweight below 3000 g.

The RNWA program has demonstrated that a Native, community based, para-professional program can reach a high risk group of Native women.

A study of the nutritional status of an Inuit population in the Canadian High Arctic. Part 2. Some dietary sources of vitamins A and C

Verdier, P.C. and Eaton, G.D.P., (1987)
Canadian Journal of Public Health, 78, 236-239.

Sources of vitamins A and C were identified using a food frequency questionnaire with residents of Arctic Bay, N.W.T. Questions dealing with food sources, quantity acquired, type used, and who in the family used it, were asked by a local health educator. Fifty-three households were surveyed.

Half or more of the food supply was obtained from "land" sources by 74% of the households. Little seasonal use of plant food sources was noted. All households had members who hunted, with 94% reporting hunting both seal and caribou. Thirty-six percent of households had members who fished year around. In general, the older household members consumed more of the "land" foods than did younger subjects.

Sixteen households never served liver. All households used milk; 85% with tea, 83% with cereal, 55% for cooking, 43% as a beverage and 21% with coffee. Sixty-three percent of all household members drank milk. Cheese was used by 91% of the households. All but 1 household reported consuming only processed cheese products. Canned vegetables were used by 93% of households. All households bought fresh fruit in the form of apples, bananas, and oranges, and 47 bought canned or dried fruit (raisins). Frequency of consumption of fruits and vegetables was very low, though.

Four households did not use fruit flavoured crystals, while 18 used over 30 litres per months and 5 households used more than 60 litres per months for an average consumption ranging from 6.3 litres to 23 litres per individual per month.

Analyses of these results indicated that the amount of milk used per household member was about one-quarter of that consumed by the national population. Lard, fortified with vitamin A, was not consumed in quantities large enough to contribute significantly to dietary vitamin A intake. it was concluded that subjects not consuming local foods rich in vitamin A would have intakes below recommended levels. Vitamin C intakes met or exceeded recommendations due to the consumption of fruit juices and fortified beverages.

Supplementary listing of articles

Predictors of atherosclerosis in the Honolulu Heart Program. I. Biologic, dietary, and lifestyle characteristics. Reed, D.M., MacLean, C.J. and Hayashi, T. (1987). *American Journal of Epidemiology*, 126, 214-225.

Effect of a moderate fish intake on blood pressure, bleeding time, hematology, and clinical chemistry in healthy males. Houwelingen, R., Nordey, A., van der Beek, E., Houtsmuller, U., de Metz, M. and Hornstra, G. (1987). *American Journal of Clinical Nutrition*, 46, 424-436.

Body weight and longevity. A reassessment. Manson, J.E., Stampfer, M.J., Hennekens, C.H. and Willett, W.C. (1987). *Journal of the American Medical Association,*, 257, 353-358.

Nutritional implications of gums. Ink, S.L. and Hurt, H.D. (1987). *Food Technology,* 41, 77-82.

Collection of food intake data: An evaluation of methods. Morgan, K.J., Johnson, S.R., Rizek, R.L.,, Reese, R. and Stampley, G.L. (1987). *Journal of the American Dietetic Association,* 87, 888-896.

High-carbohydrate, high-fiber diet. Is it practical and effective in treating hyperlipidemia? Anderson, J.W. and Gustafson, N.J. (1987). *Postgraduate Medicine,*, 82, 40-43, 47-50, 55.

Reviewed by
Laurie A. Wadsworth, MSc
Public Health Nutritionist

Call for Papers
1989

The *Canadian Home Economics Journal* invites articles from home economists and others who share their interest in promoting the well-being of individuals and families. Papers related to social issues affecting the home economics profession and professional practice, or providing information about professional subject fields are of particular interest.

Contributors will find the Guide for Authors in the Winter 1988 issue, pages 49-50.

Submission deadlines:

Winter	September 15, 1988
Spring	December 15, 1988
Summer	March 1, 1989
Fall	June 15, 1989

Demande d'articles
1989

La *Revue canadienne d'économie familiale* invite des articles écrits par des spécialistes en économie familiale de même que ceux de toute personne intéressée à promouvoir le bien-être des individus et des familles. Les articles traitant d'aspects sociaux ou apportant quelque information que ce soit dans les divers champ du domaine de l'économie familiale sont particulièrement bienvenus.

Pour collaborer à la Revue, consulter le Guide des auteurs dans le numéro d'hiver 1988, pages 49-50.

Dates limites d'envoi des manuscrits:

Hiver	15 septembre 1988
Printemps	15 décembre 1988
Été	1^{er} mars 1989
Automne	15 juin 1989

New Developments

Compiled by Ann Scott

. . . In Trends

Microwave Information

The Newspaper Food Editors and Writers Association Newsletter (October-November, 1987) passed along a warning concerning deep-fat frying in microwave ovens.

Recently a cookbook appeared that included directions for deep-fat frying in the microwave. However, both oven and cookware manufacturers do not recommend this practice due to injury to consumers and damage to cookware and ovens resulting in liability and the voiding of oven warranties.

For further information: Contact NFEWA members CiCi Williamson (703-941-0611) or Ann Steiner (713-468-8455).

New Trends in Shelter

The future of shelter in Canada should include an increased use of manufactured homes. Although precise figures are difficult to obtain, it has been estimated that up to 200 per cent of all new housing starts in Japan are manufactured, 50 per cent in the United States and 90 per cent in Sweden. In Canada the figure is less than 10 per cent.

Manufactured housing includes mobile homes, kit houses, panelized building, and modular homes. Despite the wide acceptance and diverse applications in other countries, the futurehouse has gained little acceptance in Canada due to the attitude of the Canadian homebuyer who has questioned the quality of the product in the past and the effects on the construction industry in the future.

It is suggested that if the Canadian industry does not become more actively involved in the manufactured housing market, Canadians will be purchasing the futurehouse from foreign companies exporting their products to us.

Source: Rhodes, Ann (October, 1987). Ready When You Are. *The Financial Post Moneywise Magazine.*

Proposed Amendments to Bill C-22

In a recent presentation to the Senate committee examining the Patent Act, the Consumers' Association of Canada stated that the proposed legislation to amend the Act must provide better protection for consumers as well as guarantees of increased research and development.

Bill C-22 gives drug makers 10 years of patent protection for new drugs they develop and proposes to control drug prices through a review board. Robert Kerton, CAC's economic issues committee chairman, told the Senate committee that consumers need better protection against excessive drug prices resulting from lengthy patent periods and that the Drug Prices Review Board will have limited powers to provide that protection. Kerton suggested that the period of guaranteed monopoly should be considerably shorter than 10 years, the Review Board should be strengthened and the bill should provide guarantees that the industry's promises on research and development and job creation will be honored.

Source: *The Watchdog.* (1987, Fall).

Food Irradiation

Food irradiation — treating foods with low-level doses of ionizing energy, is being recognized by the food industry as a potential means of making more of the world's food supply available for human consumption.

The federal government is interested in two aspects of the irradiation process: first, assessing the health risks involved and regulating the process, which is the responsibility of Health and Welfare Canada; and second, establishing a product labelling scheme to give consumers sufficient information to identify irradiated foods in the marketplace, which is the responsibility of Consumer and Corporate Affairs Canada.

Health and Welfare Minister Jake Epp, and Consumer and Corporate Affairs Minister Harvie Andre, have announced the tabling of the government response to *Food Irradiation*, a report of the Standing Committee on Consumer and Corporate Affairs.

Mr. Epp said, "After studying the standing Committee's recommendations and considering current scientific knowledge about this process, the federal government has outlined its position on food irradiation and labelling which reflects our commitment to ensuring the safe application of this technology and to providing consumers with the choice of irradiated or non-irradiated foods."

Mr. Andre, in endorsing the Standing Committee's recommendations on labelling said, "My department is continuing its work on new regulations to ensure the clear identification of irradiated foods."

Mr. Epp noted that several recommendations from the report are consistent with current and planned government actions related to food irradiation. However, he acknowledged that there are some recommendations the government does not accept in light of research done in Canada and elsewhere over the last 30 years. Such research establishes that the proper application of food irradiation is effective and does not pose a hazard to health.

Both Ministers indicated the government is proceeding to amend the Food and Drug Regulations pertaining to food irradiation to strengthen premarket review requirements and compliance measures. Regulations for labelling will be established to ensure that consumers can readily identify irradiated foods.

Source: News Release. (1987, September 10). Government of Canada.

... In Ideas

Mental Health and the Mass Media

Robert D. McIlwraith, PhD, Assistant Professor at the University of Manitoba, has examined the relationship between the mass media and community mental health in Canada by reviewing four areas of study.

The alleged detrimental effects of the media were examined at two levels: direct effects on the mental health of individuals and the effects on the social fabric of the broader community which in turn affect the health and coping ability of its members. Some harmful effects on certain individuals have been documented primarily as 'releaser' or 'cue' effects which trigger behavior for which the affected person is previously at risk. Portrayals of the mentally ill and the mental health profession by the mass media tend to rely on negative stereotypes. It has been found that in the restrictive atmosphere of the psychiatric ward, media often occupies a large part of a person's day. Lastly, McIlwraith outlines three types of interventions utilizing the media including changing public attitudes toward the mentally ill or their emotional needs, providing direct services and referrals, and building community or the sense of community.

In conclusion, McIlwraith suggests that mental health promotion can most usefully proceed by organized lobbying against negative portrayals of the mentally ill and by professional campaigns of public education and attitude change.

Source: McIlwraith, Robert D. (1987, September). Community Mental Health and Mass Media in Canada. *Canada's Mental Health, 25*(3), 11-17.

Personal Money Guide

The recent stock market collapse does not have to mean hard times for your financial future. Spending wisely, investing your money safely, and planning ahead will keep you in the black, says the *Canadian Consumer 1988 Personal Money Guide.*

If the stock market downswing has you looking for a safe investment, mortgage-backed securities (MBSs) may be the answer says the money guide. An MBS buys a share of the pool of residential first mortgages insured under the National Housing Act. MBSs generally pay a higher rate of return than government bonds and guaranteed investment certificates and they are not subject to the $60,000 limit imposed on some investment vehicles by the Canada Deposit Insurance Corporation.

Those still wanting to dabble in the stock market can reduce some of the risks by investing in groups, says the guide. Mutual funds, a financial organization allowing investors with similar investment goals to pool their capital, are a good prospect for the novice. Experienced managers and consultants buy and sell for the fund's portfolio.

Another article describes investment clubs and real estate syndicates which allow you to invest in costly stocks or properties that you might not be able to buy on your own.

With tax reform measures on their way, it is more important than ever to get all the tax breaks you are entitled to, says the guide. Many tax exemptions are being closed off at the end of this year. Tax expert, Evelyn Jacks, gives a rundown on what to do before Decmeber 31 to ensure the consumer pays as little as possible.

One may be able to save money by doing without the prestige credit card, says the money guide. Financial writer, Susan Hirshorn, says the extra features are not always worth the higher fees. A personal line of credit at your bank may be a more flexible alternative. Another article illustrates the yearly difference between banking service fees. In some cases, a difference of over $100.

Another article shows that buying a condo makes more financial sense than renting an apartment. Since the no-frills cost of bringing up a child to the age 18 is appproximately $100,000, the money guide tells you how to prepare for the financial burden of a baby. Finally, a step-by-step guide to retirement is also provided.

The *1988 Personal Money Guide* is available on newsstands and on tape from the Canadian National Institute for the blind.

Source: News Release. (1987, November 2). Consumers' Association of Canada, Box 9300, Ottawa, Ontario K1G 3T9. (613) 733-9450

... In Publications

Pinpointing Fashion Trends

Fairchild Books has recently published *Fashion Forecasting,* a blueprint for pinpointing the wanted fashion trends by Rita Perna, former national fashion coordinator for Montgomery Ward and educator at Fashion Institute of Technology and Barbizon in New York. *Fashion Forecasting* provides an in-depth examination of how professionals analyze, plan, and project fashion trends.

Designed for educators and students in the fashion merchandising area and professionals in textiles, apparel and retail management, this 330 page hard-cover book containing photos, charts, and drawings is priced at $17.00 (American) with a 20% discount for teachers and schools. An Instructor's Guide containing objectives, teaching hints, questions for discussion, and project suggestions is available for $2.50 (American). In addition, a companion audio-visual program by the author is available in slide and video cassette format.

To order: Fairchild Books, 7 E. 12th Street, New York, New York 10003. (212) 741-5814.

Handspinning Magazine Celebrates Ten Year Anniversary

Spin-Off, a broad-ranging quarterly magazine especially for handspinners, celebrated its ten year anniversary September 14-21 at Spin-Off Rendezvous, a conference attended by over 350 handspinners from around the world.

Launched in 1977 as an annual journal, *Spin-Off* became a quarterly tabloid newsletter in 1982 and then a quarterly magazine in 1983. "Since the 1983 conversion, we've gone from fewer than 4,000 subscribers to almost 7,500. With sales through weaving and spinning shops, initial distribution of each issue is over 10,000 copies internationally," stated Linda Ligon, publisher.

Spin-Off is published in March, June, September, and December. Each issue includes spinning and dyeing hints, how-to's, and techniques; in-depth features by master handspinners from around the world; complete fiber information; and full-color photography of outstanding garments and household accessories made of handspun yarn. A special theme issue each September features a comprehensive Suppliers Directory, an up-to-date guide to fiber, and equipment suppliers.

To obtain: *Spin-Off* is available at spinning and weaving shops for $3.50 per issue or from Interweave Press, Inc., 306 North Washington Avenue, Loveland, CO 80537. Subscription rates are $14 per year, U.S.A., and $17 per year, Canadian and foreign, with surface delivery postpaid.

Real Estate Appraising

A new book is available providing a detailed and thorough analysis of Canadian appraisal practices. *Real Estate Appraisal in Canada*, printed in hard-cover format at $30.00, is recommended for every real estate appraiser.

To order: Write Appraisal Institute of Canada, 101-93 Lombard Avenue, Winnipeg, Manitoba R3B 2B1. (204) 942-0751.

Educational Materials

A teaching portfolio is available from Tambrands Canada Inc. which contains a listing of all the materials that are offered to teachers, health professionals, and others interested in the reproductive system.

The educational department offers a bilingual consulting service providing presentations for grades five to eleven, as well as parent and teacher workshops. Printed materials and product resources plus consultation time is made available free of charge as a community resource.

To obtain portfolio: Write to Cheryl L. Rosell, R.N., Education Manager, Tambrands Canada Inc., Parkway Place, Suite 280, 255 Consumers Road, Willowdale, Ontario M2J 1R4. (416) 497-3301.

The Elderly in Canada's Small Towns

Dr. Gerald Hodge, Adjunct Professor of Planning of the University of British Columbia assisted by John B. Collins, Research Associate, have recently published a paper dealing with the elderly in Canada living in small towns.

The Elderly in Canada's Small Towns — Recent Trends and their Implications (Occasional Paper No. 43) examines the fact that small towns are home to a higher proportion of the elderly than any other form of settlement. Among other factors discussed are mobility, inflow and outflow, and origins of the elderly, as well as the small town environments and the needs of the elderly.

To order: Send cheque, money order, or purchase order to Centre for the Human Settlements, 2206 East Mall, The University of British Columbia, Vancouver, B.C. T6T 1W5. (Cost: $8.00. 45 pages.)

CMEC Database for Educational Software

Catalogues of software evaluations in the subject fields of Business and Finance, Life Sciences, and Physical Sciences are now available from the Council of Ministers of Education, Canada (CMEC). These compliment the catalogues published by the CMEC last year in the areas of Language Arts, Cognitive Processes, and Mathematics.

The subject catalogues are dervied from the CMEC Database for Educational Software. Information in the database is provided by provincial and territorial ministries and departments of education. In addition to an extensive evaluation of the software package, each record includes the title, the publisher, an abstract, computer models on which the software functions, intended use, recommended age levels, availability, and price.

The software evaluations are based on a standard set of criteria, published in a booklet entitled *Software Evaluation: Criteria for Educational Computer Software Evaluation*, available in English or French from the CMEC at $2.00 per copy.

The database is currently available on-line in either English or French. Any user equipped with a microcomputer, a modem, communications software, and telephone lines can access the database on-line. Charges are $25.00 per connect hour, communication fees included. There are no sign-on or subscription costs.

The catalogues are available for $6.00 (Business and Finance) or $8.00 (Life Sciences, Physical Sciences).

For further information: Contact Sue Ewing, Database Manager, Council of Ministers of Education, Canada, 252 Bloor West, Suite 5-200, Toronto, Ontario M5S 1V5. (416) 964-2551.

Canadian Locations of Journals Indexed for Medline

The Canada Institute for Scientific and Technical Information has announced the publication of the 1987 edition of *Canadian Locations of Journals Indexed for MEDLINE*. This publication contains locations and holdings for over 3,500 health-related titles, including those titles indexed for the 1987 *Index Medicus*, the *International Nursing Index*, the *Index to Dental Literature*, and many titles for the *Hosptial Literature Index*.

To order: Send $30.00 payment made out to the "Receiver General of Canada, credit NRCC" to Publication Section, Canada Institute for Scientific and Technical Information, National Research Council of Canada, Ottawa, Ontario K1A 0S2. (613) 993-3736. All orders must be prepaid except where payment is allowed under an existing deposit account.

Resources from Ryerson

Ryerson Polytechnical Institute has produced *Contacts*, a guide to the subject expertise of Ryerson Faculty.

The purpose of this booklet is to encourage consultation with the faculty members listed. It is divided into three main sections featuring alphabetical listings by topic, languages spoken, and faculty.

For further information: Write or call Anne E. Sarsfield, Public Relations, Ryerson Polytechnical Institute, 350 Victoria Street, Toronto, Ontario M5B 2K3. (416) 979-5032.

Child Health

The Canadian Institute of Child Health has a variety of publications and films/videos available covering topics related to parent preparation, child health and child safety.

A Publications Order Form is available that describes materials and costs. Orders must be prepaid or accompanied by an official purchase order.

Write to: Canadian Institute of Child Health, Suite 105, 17 York Street, Ottawa, Ontario K1N 5S7. (613) 238-8425.

Toy Report 1988

The *Toy Report 1988*, a highly regarded guide to toys, can make toy buying easier and less frustrating by helping avoid costly mistakes. This edition marks the 35th anniversary of the Canadian Toy Testing Council which was founded in 1952 to represent children's play interests to the toy industry and parents alike.

Each year hundreds of toys are tested for durability, safe use, and play value. Hundreds of children play with selected toys in the comfort of their own homes, schools, daycares, Two tests in this issue proved that more money does not always buy a better product. In a test of 14 brands of handsaws, CAC found the $16 Disston K-3 and the $17 Sandvik 275 performed better than higher-priced models. Also in a test of nine brands of maintenance-free car batteries, the high-priced models did not necessarily rate higher than cheaper models.

Source: News Release (1987, October). Consumers' Association of Canada, Box 9300, Ottawa, Ontario K1G 3T9. (613) 733-9450.

CALL for Research Presentations
for a
POSTER SESSION
at the
CHEA Conference 'TOWARDS 2000'
Guelph, Ontario — July 10-13, 1988

The Canadian Association for Research in Home Economics (CARHE/ACREF) is sponsoring the poster research presentations at the 1988 CHEA conference. A poster session means presenting the highlights of one's research to colleagues using summaries and illustrations mounted on poster boards. In this way several researchers can present their work simultaneously and in an informal format allowing discussion with interested conference goers. In keeping with the conference theme, research findings and applications should be emphasized.

All research topics within Home Economics and its related disciplines are eligible. Both members of CHEA and CARHE and non-members are welcome to make submissions.

SUBMISSION: A one page abstract which summarizes the project and major findings should be typed on 8½" x 11" paper. Submit three copies of the abstract and one copy of a cover page which gives title of abstract, name, affiliation, mailing address and telephone numbers.

DEADLINE: Submit abstract copies and cover page by **May 20, 1988** to:

Dr. M. Wall
Department of Consumer Studies
University of Guelph
Guelph, Ontario N1G 2W1
(telephone: 416-824-4120, ext. 2416)

What do you say when ...?

What Do You Say When . . . Someone asks 'What is IFHE?'?

Doris Badir

The International Federation for Home Economics is an organization for home economics practitioners who work in a variety of professional capacities in 116 countries in the world. It is an international, non-governmental organization (NGO) with consultative status with the United Nations in ECOSOC, FAO, UNESCO, UNICEF, and with the Council of Europe. IFHE is organized into five regions: Europe, Asia, the South Pacific, Africa, and the Americas. There is a Vice-President for each region to represent the regions at the Executive level.

What are the goals of IFHE?

The goals of IFHE are:

1. To strengthen the home economics profession
2. To promote the home economics profession
3. To sustain and develop the professional association
4. To act as an advocate for families

What is the Mission of IFHE?

The mission of IFHE is to strengthen the home economics profession so that it can act as an advocate for families, assisting them to meet their needs in ways which are compatible with the needs of global citizens.

What are the activities of IFHE?

IFHE conducts its activities through the work of eleven committees. Five of these committees are each chaired by a member of the Executive and relate their activity to an interest or concern of home economists: Foods and Nutrition, Management of Family Resources, Women and Families in Development, Education and Research.

The membership in these committees is drawn from the active membership in the Federation. Members volunteer their services and attend annual meetings in Paris at the time the Executive meets, usually in January.

Another five committees are concerned with the maintenance of the Federation and relate their activities to that end: Finance, Bulletin, Statutes and Resolutions, Communications, and Congress and Council. Yet one more committee is charged with maintaining a link with the various organizations of the United Nations and with other international NGOs. The membership of all these committees is the same. It is made up of the Officers of IFHE, President, Past-President, President-Elect, Secretary-General, Treasurer-General, and the five Regional Vice-Presidents. Each of the Vice-Presidents chairs one of the first four committees and the President-Elect generally succeeds to the chair of the Congress Committee.

How does IFHE conduct its business?

The Executive of IFHE meets annually, usually in January at its Paris Headquarters. It also meets at the same time as Councils and Congresses are held and is responsible for the organization between meetings of the Council.

The IFHE Council is the decision-making body of the Federation. Council is made up of delegates from all of the affiliated organizations. Council meets every two years to conduct the business of the association.

Every four years IFHE sponsors an International Congress. This is open to all members of IFHE. Congress programmes usually address a particular theme which is of interest to home economists and has universal application. It is a splendid opportunity for home economists to meet their international colleagues.

When is the next Congress?

The next Congress is to be held in Minneapolis, Minnesota from July 25 to 29, 1988. The theme of this the sixteenth Congress of IFHE is to be: "Health For All: the Role of Home Economics." A full programme of speakers on topics related to home economics and health; of research papers which cover all aspects of home economics; of social activities; of exhibits, international boutiques and fairs; of tours and workshops has been planned. Details on registration and programme are available from the Canadian regional delegates to IFHE Council.

What is the Future of IFHE?

Looking forward over the next four years and to the Congress in Hanover, Germany, it is the hope of the Executive of IFHE that each of the working committees will be undertaking an activity or activities which will reflect the interest of home economics in promoting the improvement of the quality of family life. We expect that we will have reports and briefs at the end of the four year period which can be disseminated to the other NGOs, to governments and to UN agencies demonstrating the capability of home economics to engage, in a variety of ways, in the world-wide effort to improve the quality of people's lives.

The next time anyone asks 'What is IFHE?'. The answer is: 'Join it and find out!' Memberships are available through CHEA or directly from the Paris Headquarters at: 5 Avenue de la Port Brancion, 75015 PARIS, France.

Doris Badir has a BSc (HEc) from the University of Manitoba; MSc (Ed) from Syracuse University; MSc (Econ) University of London, London School of Economics. She is currently Equity Advisor to the President of the University of Alberta, and incoming President of IFHE.

1987-88 Enrolment Data

University Programs in Home Economics and Related Units

Name of University	Undergraduate							Graduate		
	Program	1st	2nd	3rd	4th	Part-Time	Total	Program	Full-Time	Part-Time
Acadia	BSc(HEc)	36	17	28	19	6	106			
Alberta	BSc	117	114	81	114	—	426	MSc	58	
								MEd	1	
	BEd	—	27	—	—	—	27	Phd	4	
British Columbia	BHE	8	12	8	3	—	31	MA	6	
	BA	—	3	3	7	—	13			
	BSc	19	55	60	45	—	179	MSc	8	
Guelph	BASc Family/Cons. S	352	274	261	168	73	1128	MSc	36	14
	BComm Hotel/Food	115	118	95	89	19	436	PhD	6	1
Laval	BSc	145	136	123	42	181	627	MSc	13	3
	Cert.cons.	45	—	—	—	35	80	PhD	3	
Manitoba	BHEcol	193	166	137	171	—	667	MSc	62	3
	BHEcol/BEd	1	5	6	5	2[1]	19			
McGill	BSc(FSc)	57	56	82	8	—	203	MSc	14	
								PhD	4	
Memorial	BSc	—	3	6	4	3[1]	16	MSc	1	
Moncton	BSc	18	18	33	15	—	84	MSc	2	
Montréal	BSc(Nut.)	58	41	46	40	—	185	MSc	27	5
								PhD	10	
Mount St. Vincent	BScHE	35	39	34	43	6	157	MA	2	10
	BHEc	26	16	35	33	4	114			
	BHE/BEd	2	6	1	3	2[1]	14			
New Brunswick	BEd	11	10	5	13	11	50	MEd	1	
Ottawa	BSc	—	120	44	12	—	176	MSc/PhD	12	
P.E.I.	BSc(HEc)	30	13	11	11	4	69			
Ryerson	BAA	84	77	70	64	—	295			
Saskatchewan	BSHEc	28	50	55	51	10	194			
St. Francis Xavier	BSc	21	22	30	30	2	105			
Toronto	BSc(Nut.)	N/A	60	41	62[1]	9	172	MSc	24	5
								MHSc	14	
								PhD	16	
Western	BSc(HEc)	50	61	42	43	22	218			
Windsor	BA(SocSc)	21	24	39	5	30	119			

Source: Deans and Directors of Home Economics, Annual Meeting, November 1987.
*Part-time students included in totals.
[1] 5th year and special students.

TOWARDS 2000:

CHALLENGES AND OPPORTUNITIES

JULY 10-13
UNIVERSITY OF GUELPH

UN OEIL SUR L'AN 2000: DEFIS ET OPPORTUNITES

UNIVERSITE DE GUELPH
DU 10 AU 13 JUILLET

On July 10-13, home economists from across the country will convene in Guelph to take part in professional development, networking and socializing — all a result of attending the 1988 CHEA conference. The conference's theme focuses on the future and will look at the challenges and opportunities that will exist in the home economics field. Come and be a part of:

The Opening Entertainment
Nancy White, well-known Canadian singer and song-writer

Towards 2000: Challenges and Opportunities
Frank Feather, Futurist who has advised multinational corporations and has been on Canada AM

The Future of Fashion
Marilyn Brooks, Fashion Designer

Space-Age Happenings Related to Home Economics
Dr. Ehler Park, NASA consultant

Smart House: A New Concept in Home Design
Brian Boscolo, Smart House Development Venture

Mythology in Nutrition: It Started in the Garden of Eden
Helen Bishop MacDonald, Consulting Dietician to the Calgary Winter Olympics

High Level Wellness Panel

Towards 2000: Will Sex Survive
Sue Johanson, Columnist and TV and Radio Personality

Towards 2000: The Home Economist as a Financial Planner
Jane McKay Nesbitt, Financial Planning Manager, Royal Trust and President, CHEA

Exhibits and a Research Poster Session

Professional Groups Business Meetings

Pre- and Post-conference Trips to Stratford, Wellington County, the Niagara Area

and Much More!

Registration packages were mailed in early March. If you require further information or did not receive a registration package, please contact:

Brenda Ingratta, Conference Secretary
51 Old Colony Trail
Guelph, Ontario
N1G 3X2
(519) 823-2503

Du 10 au 13 juillet, des économes domestiques venus de tout le pays se réuniront à Guelph pour participer au développement professionnel, assemblées et activités dans le cadre du Congrés de ACEF 1988. Le thème du congrés portera sur le Futur et plus précisement sur les Défis et Opportunités qui existeront dans le domaine de l'économie domestique.

Prenez part:

Aux évènements d'ouverture
avec comme invitée Nancy White, célèbre chanteur-compositeur canadien.

Un oeil sur l'An 2000: Défis et Opportunitiés
avec Frank Feather, futuriste et conseiller de corporations multinationales, invité de Canada AM.

Mode futuriste
avec Marilyn Brooks, styliste.

L'Ere Spatiale et ses évènements en rapport avec l'économie domestique
avec Dr. Ehler Park, expert conseil à la NASA.

La Maison Intelligente: nouveaux concepts d'aménagement intérieur
avec Brian Boscolo, essai de développement de la Maison Intelligente.

Mythologie et nutrition: tout commença dans l'Eden
avec Helen Bishop MacDonald, dietéticienne conseil aux Jeux Olympiques d'hiver de Calgary.

Commissions d'étude autour de: Haut niveau de bien-être

Un oeil sur l'An 2000: la sexualité survivra-t-elle?
avec Sue Johanson, chroniqueur, personnalité de la TV et Radio.

Un oeil sur l'An 2000: l'économie domestique en tant que plannificateur financier
avec Jane McKay Nesbitt, directrice de plannification financière à Royal Trust et présidente de ACEF.

Séminaires et expositions d'affiches.

Assemblées et congrés d'hommes d'affaire.

Excursions (avant et après le Congrés) à Stratford, dans le comté de Wellington et dans la région de Niagara.

Et bien plus!

Les formulaires d'inscription seront envoyé début mars. Pour de plus amples renseignements ou si vous n'avez pas reçu ces formulaires, contactez la secrétaire de Conférence.

CHEA CONFERENCE '88